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1994 Record

The University of North Carolina
at Chapel Hill

School of Information and Library Science

Mailing Address:

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The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3360
(919) 962-8366

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Policy on Nondiscrimination

It is the policy of The University of North Carolina at Chapel Hill that educational and employment decisions should be based on individuals' abilities and qualifications and should not be based on irrelevant factors or personal characteristics that have no connection with academic abilities or job performance. Among the traditional factors which are generally "irrelevant" are race, sex, religion, and national origin. It is the policy of The University of North Carolina at Chapel Hill that an individual's sexual orientation be treated in the same manner. This policy prohibiting discrimination on the basis of sexual orientation does not apply to the University's relationship with outside organizations, including the federal government, the military, ROTC, and private employers.

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The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-4010
(919) 966-2611

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(not administered through SILS)
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300 Vance Hall, CB# 2300
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2300
(919) 962-8396

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The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7470
(919) 966-2281

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1994 Record

The University
of North
Carolina
at Chapel Hill

School of Information and Library Science

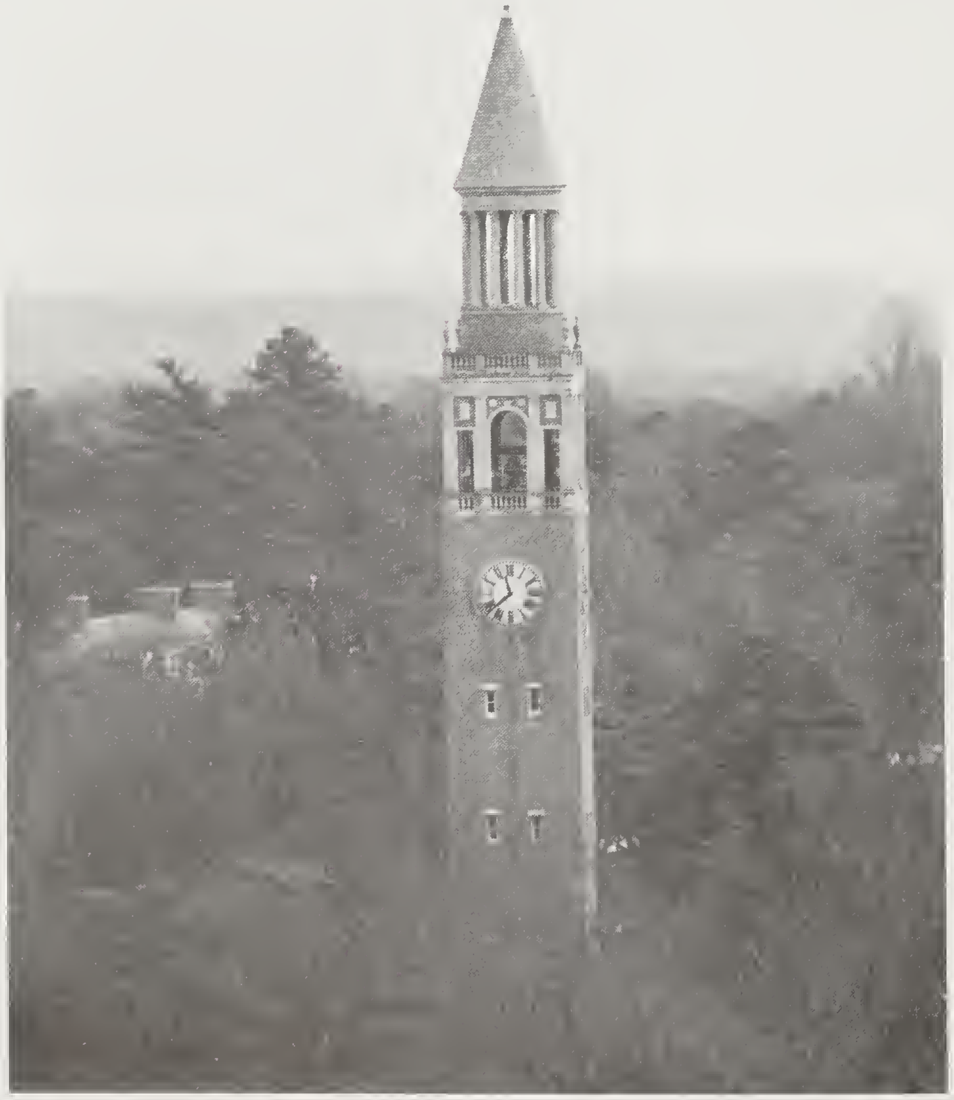
September 1994
Number 1075

Mission Statement

The University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill has been built by the people of the State and has existed for two centuries as the nation's first state university. Through its excellent undergraduate programs, it has provided higher education to ten generations of students, many of whom have become leaders of the State and the nation. Since the nineteenth century, it has offered distinguished graduate and professional programs.

The University is a research university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work, whose teaching is transformed by discovery and whose service is informed by current knowledge.



UNC Bell Tower.

The mission of the University is to serve all th people of the State, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to expand the body of knowledg to teach students at all levels in an environment o research, free inquiry, and personal responsibility to improve the condition of human life through service and publication; and to enrich our culture

To fulfill this mission, the University must:

- acquire, discover, preserve, synthesize, and transmit knowledge;
- provide high quality undergraduate instruction to students within a community engaged in original inquiry and creative expression, while committed to intellectual freedom, to personal integrity and justice, and to those values that fost enlightened leadership for the State and the nation;
- provide graduate and professional programs of national distinction at the doctoral and other advanced levels to future generations of research scholars, educators, professionals, and informed citizens;
- extend knowledge-based services and other resources of the University to the citizens of No Carolina and their institutions to enhance the quality of life for all people in the State; and
- address, as appropriate, regional, national, and international needs.

This mission imposes special responsibilities upon the faculty, students, staff, administration, trustees, and other governance structures and constituencies of the University in their service and decision-making on behalf of the University.

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Touched By Magic

That "strange magic" found by an alumnus revisiting Chapel Hill in the 1950s still touches the town and the institution that created it. It is strong magic, indeed — more powerful today than ever in the University's two centuries.

The village of the 19th century, the town of the 20th century, is a small city beginning its third century as the home of The University of North Carolina at Chapel Hill. In truth, it is difficult at times to say which is the more powerful magnet, Chapel Hill or the University.

Since its founding in 1795, the University has become one of the nation's leading universities, renown for its liberal arts education, professional schools, specialized research and public service programs. But neither size nor reputation has diluted the magic.

When students arrive in Chapel Hill, they discover a campus conducive to learning and living. The beauty of the 687-acre central campus is seductive — regularly converting visitor to resident, skeptic to believer. Ancient oaks and eclectic architecture are laced together by miles of brick walkways and rock walls, all within an easy stroll of a truly charming downtown. Author Richard Moll, in his guide to the best U. S. colleges and universities, called Chapel Hill "the perfect college town."

Although it still calls itself a town, and some of its residents prefer to think of it as a village, Chapel Hill is a bustling community of 38,000 people in central North Carolina. Its four distinct seasons are a bonus that has inspired some to refer to it as "The Southern Part of Heaven." Its winters are short and mild, with temperatures averaging 40 degrees. Winters will bring at least one snowfall, but shorts and t-shirts are the fashion from late spring to early autumn.

Because of its proximity to the state capital of Raleigh and other educational institutions, Chapel Hill offers a stimulating menu of intellectual and cultural events, from art to music to drama. And sports fans can revel in Atlantic Coast Conference basketball.

Chapel Hill has been enriched in recent years by the growth of Research Triangle Park, 12 miles east of town. This state-sponsored research center has attracted to the area a distinct population of scientists, engineers and other professionals who add to the diversity of the area.

The Information/Library Science Field

Perspective: The Dean's Invitation

We are pleased that you are considering applying to the School of Information and Library Science at The University of North Carolina at Chapel Hill and hope that this catalog provides you with the information you need to make this important decision. The school's reputation for excellence stems from the faculty's impressive record in teaching, research, and public service. Graduates of this school are in leadership positions in libraries and information agencies throughout the nation and overseas. It is an exciting time to enter the information/library science field, and we believe that the school at UNC-Chapel Hill provides one of the best educations possible for those considering such a career.

Barbara B. Moran, Dean

Careers in Information/Library Science

Many career opportunities exist for graduates with degrees in information/library science. It has become a cliche that we live in an "information age," but nonetheless, the amount of information available to individuals and corporations undeniably has increased dramatically in the past few decades. The information industry is one of the fastest growing sectors of the economy. As more information is produced, it becomes even more imperative that information be collected, organized, and managed properly so that it will be accessible to those who need it.

There is a need for information specialists to work in a wide variety of settings, and today's graduates of information and library science programs have a wider than ever choice of career opportunities. Graduates of the School of Information and Library Science can be found in every aspect of the information/library science field. Many of our graduates seek careers in libraries. The library, in whatever setting it is found, continues to be one of the major agencies for the collection, organization, and dissemination of materials. As libraries experiment with new methods and services, positions are being restructured and new positions are being created.

Other graduates work in nonlibrary settings as database producers and vendors, as information consultants or brokers, or as information specialists for business and industry. A graduate degree in information/library science prepares you for a diversity of careers in an exciting and expanding field.

Information and Library Science at UNC-Chapel Hill

We believe the School of Information and Library Science at The University of North Carolina at Chapel Hill provides special opportunities that make it extremely attractive to prospective students. In virtually every national ranking the school rates among the nation's best information/library science programs. The school offers an excellent curriculum that provides a solid grounding in traditional and changing areas of information/library science. The school provides a congenial setting for learning and provides the library and computer laboratory resources necessary to support the curriculum. The outstanding faculty are known not only for their commitment to teaching and research, but for their interaction with students. Diverse and talented students come from across the nation and the world. The school constantly strives to serve students from various cultural backgrounds and to advance the field of information/library science.

For more than sixty years, the school at UNC-Chapel Hill has educated individuals to work in the information/library science field. Academic excellence has been a hallmark of the school since its founding. It is exciting to be part of a school with such a strong past and the expectation of an even stronger future.

I am pleased that you are considering entering the interesting and challenging field of information/library work and are considering the school at UNC-Chapel Hill. If, after reading this catalog you still have questions, please feel free to call or visit the school. We would be happy to talk to you personally.

Sincerely,

Barbara B. Moran

Barbara B. Moran
Dean and Professor

Polk Place from the steps of South Building.

The School of Information and Library Science

Mission Statement

> *The School of Information and Library Science seeks to advance the profession and practice of librarianship and information science; to prepare students for careers in the field of library and information science; and to make significant contributions to the study of information. Faculty members further these goals by teaching and advisory work; by research and scholarly publication; and by service to the school, the University, the State, and the professional community.*

This mission statement guides the activities of the school through four principal programs: (1) the preparation of master's students for professional information work and library service, (2) the opportunity for information and library professionals to engage in individually tailored continuing education, (3) the preparation of doctoral students for research and more advanced positions, and (4) the generation of new knowledge and new understanding about the use of information and libraries in society through a strong research and publication program.

Setting

The school is located within a distinguished University and is supported by the University's resources, which enrich its programs. The University is also a part of the Research Triangle community which includes two other major research universities (Duke and North Carolina State) and the reseach facilities of a number of major corporations located in nearby Research Triangle Park. The School of Information and Library Science draws on these resources for internships and field work, for additional course provision, for the use of collections and facilities, for employment opportunities, and for expert lectures and advisers.

Classrooms, offices, computing laboratories, and the library of the school are in Manning Hall on the main campus quad. The building is shared with the Institute for Research in Social Science (IRSS). The IRSS Data Library contains machine-readable census data, and other demographic files and serves as a research resource.

Accreditation

The Master of Science in Library Science degree is accredited by the American Library Association. The school is an institutional member of the Association for Library and Information Science Education. The University of North Carolina at Chapel Hill is accredited by the Southern Association of Colleges and Schools.

Historical Perspective

The School of Information and Library Science celebrated its sixtieth birthday during the 1991-92 academic year. Although library education began at UNC-Chapel Hill as early as 1904 when Louis Round Wilson began offering summer school classes, a student could not receive a degree in library science until almost three decades later.

In 1929, just as the new library building was finished on the University of North Carolina campus, Louis Round Wilson wrote an article on the "Library in Modern Education." In the article, he wrote:

> As part of the program of social welfare now being worked out at Chapel Hill, a library school is needed, where librarians, like lawyers and doctors and teachers, may secure expert professional training. With its magnificent new building as a laboratory for the school, such an institution would not only be in harmony with the program on which the University has embarked, it would offer opportunity through the sending out of trained librarians for the South to tap the vast reservoirs of human knowledge.

Louis Round Wilson Library

The School of Library Science at Chapel Hill opened in the fall 1931 with a class of 37 students and five faculty members, including Dr. Wilson. The Carnegie Corporation offered a grant of $100,000 so the school could operate for three years and make permanent its conditional accreditation from the American Library Association.

Since that beginning sixty years ago, the school continues to send out trained librarians and information specialists, almost 3,000 to date. They primarily work in the South, but also throughout the rest of the nation and world. In 1987 the school name was changed to its present form.

The leadership of former deans has guided the school through some troubled times and provided the solid foundation on which we stand presently. Today, students, faculty, and staff can all be proud of the school's rich history.

The anniversary year was a time to celebrate the past and look to the future. In the sixty plus years since its founding, the school has changed a great deal, grew in number of students and faculty, and instituted new programs and degrees. Throughout this period, its development has always been guided by the ideals of excellence which have been part of the tradition here since the beginning. New challenges face library and information science education, and UNC-Chapel Hill's School of Information and Library Science is prepared to meet these challenges just as it has met those of the past. The school is more than the students and the faculty who are here at any one time. The school includes all the devoted alumni and friends who support it.

Louis Round Wilson's goal of sending out trained librarians to tap the vast reservoirs of human knowledge has been achieved through the accomplishments of past graduates of the school, and will continue with the students graduating in the future.

Library Facilities

The Library of the School of Information and Library Science contains more than 80,000 volumes, 3,600 journal titles, numerous microfilms, and many items on all aspects of information and library science. The library also maintains special collections of current and historical materials in children's and young adult literature. The library holds collections of pamphlets, newsletters, annual reports of libraries, catalogs of publishers, computer and software suppliers, and bulletins of other information and library science programs. A collection of nonprint materials supplements the professional and juvenile book collections.

Students also use the University's Davis Library, the Undergraduate Library, the Wilson Library for archives and special collections, and a number of departmental libraries. The University Libraries contain more than 4,059,400 bound volumes, 13,726,000 manuscripts, and 3,581,700 microforms, which constitute one of the most important collections in the South.

In addition, the Triangle Research Libraries Network (TRLN) consortium offers a cooperative on-line catalog for access to the library resources of Duke University and North Carolina State University at Raleigh.

Computing Facilities

The school provides a computer laboratory for he exclusive use of Information and Library cience students. Approximately thirty workstaons are available in the laboratory with a mix of C, Macintosh, and Unix platforms. All computers ı the school connect to a departmental local area etwork.

The network provides access to a large llection of applications software including word ocessing, database/text management, statistical analysis, telecommunications, graphics, hypertext, and programming languages. Most PC applications run under the Windows graphical user interface with packages such as Word for *Windows*, *WordPerfect*, *Excel*, *Access*, *FoxPro*, *PowerPoint*, *Toolbook*, and *Corel Draw*. A CD-ROM server provides multi-user access to CD-ROM database products such as *Library and Information Science Abstracts*, *ERIC*, and *Library Literature*. Access to CD databases held in other campus libraries and to commercial database services such as Dialog, BRS, and OCLC is also available over the school's network.

In addition to connecting local and campus resources, the school's network connects to the global Internet. Every computer (PC, Mac or Unix workstation) in the school is a direct Internet node allowing students to access library catalogs, information services, and databases directly without going through a mainframe or workstation intermediary. Applications such as Telnet, FTP, *Gopher* and *Mosaic* are available at each workstation and the school maintains its own Gopher Server (gopher to ils.unc.edu port 70), Web Server (http://ils.unc.edu/ilshome.html), and anonymous FTP site.

With this hardware and network infrastructure the laboratory supports instruction in a variety of courses including introductory computing, computer networking, systems analysis, user-interface design, research methods, on-line database systems, cataloging, and database management systems. The school's director of computing oversees the laboratory, which is staffed by information and library science students who provide assistance and instruction.

In addition to the school's facilities, the UNC-Chapel Hill Office of Information Technology (OIT) provides a number of public access microcomputer laboratories for student use. OIT also maintains and provides student access to the University's central services which include an IBM 3090 mainframe, a Convex mini-super computer, a DEC minicomputer, and assorted Unix workstations. Students wishing to learn more about computing may enroll in a large number of hands-on short courses offered each semester.

Gillian Debreczeny, librarian, School of Information and Library Science.

Jennifer Richards, library assistant, School of Information and Library Science.

Student Organizations and Participation

The community of students, faculty, and staff at the School of Information and Library Science works closely together. The closeness creates a stimulating environment for learning and in planning for the future development of the school. All standing committees within the school have student representation.

Information and Library Science Student Association

The Information and Library Science Student Association (ILSSA) provides a forum for discussion and action relating to school policies and issues, and plans social events and career investigation opportunities. The student association publishes the *ILSSA Galley* to keep students and faculty informed of current activities and issues.

American Library Association

The UNC-Chapel Hill Student Chapter of the American Library Association (SCALA) facilitates and encourages participation in ALA. It tries to increase awareness and use of ALA resources. Additionally, SCALA provides a local forum for exchange of ideas and information about trends, issues, and opportunities in the profession.

Special Libraries Association

The UNC-Chapel Hill student chapter of the Special Libraries Association educates and involves students in special library and information center work environments. A special library is one that serves a specific clientele in any discipline area, such as business, the arts, science, or math. Special libraries or special collections are located within government, industry, educational institutions, museums, and many other agencies. The student chapter sponsors monthly tours to area special libraries. Membership in a student chapter of the Special Libraries Association helps to establish a close relationship with the state and national organization.

SILS Career Fair

American Society for Information Science

Students have the opportunity to join the school's student chapter of the American Society fo Information Science (ASIS). Recognizing the diverse needs of information professionals who collect, store, analyze, organize, and distribute information, ASIS supplies members with the latest research findings, policies, systems, and techniques for information storage and retrieval. The student chapter plans tours of local information agencies.

Alumni Association

The school's Alumni Association provides a network connecting current students with alumni. The association assists the school in welcoming ne students and in the provision of scholarship suppor internship opportunities, career information, and job placement notices. Through its publication, *News from Chapel Hill*, and its sponsorship of reunions at major professional association meeting the association facilitates communication among th school's alumni.

The school also runs an electronic mail listserve for alumni. Alumni can subscribe to the listserver b sending email to listserv@ils.unc.edu with the wor SUBSCRIBE ALUMNI-L Your Name in the bod of the message. For example: SUBSCRIBE ALUMNI-L John Smith.

Beta Phi Mu

The Epsilon Chapter of Beta Phi Mu, the international library and information science honorary society, is located at The University of North Carolina at Chapel Hill, and takes its members fro the graduating class of the UNC-Chapel Hill

School of Information and Library Science. To be eligible for membership, a student must maintain an academic average equal to 3.75 on a 4.00 scale, have shown professional promise, and be recommended by the faculty. No more than 15 percent of a graduating class may be nominated for membership.

Visiting Speaker Program

Throughout the academic year, the school augments its regular academic programs with distinguished speakers at colloquia, workshops, and informal "brown bag lunches." These speakers include members of the faculty of the school and library and information leaders and scholars from other parts of the country and the world.

Placement

The School of Information and Library Science works closely with University Career Services to assist its graduates in securing professional employment. Students desiring placement services consult with a Career Services counselor and establish a credentials file when they begin seeking a job.

The school's director of alumni and public relations assists in placement by providing information concerning the various areas of opportunity and their relation to the SILS program. The school solicits and maintains information on employment opportunities for its students and graduates.

ean Barbara Moran and 1993 Commencement Speaker, huck Stone, Professor, UNC School of Journalism and ass Communication.

Walter Royal Davis Library

Continuing Education

Continuing education for librarianship and allied information activities is an important intstructional objective in this era of rapid technological advancement. The school hosts periodic workshops and colloquia which are available to students and practitioners. Each semester the school sponsors three to four "Fridays at the Friday Center," all-day or half-day workshops on contemporary issues that attract participants from across the state. The school participates in the cooperative North Carolina Library Staff Development Program, which provides short courses to practicing librarians at locations throughout North Carolina.

The school's formal program for providing continuing education to library and information professionals, the Certificate of Advanced Studies program (CAS) is described later in this Record under "Programs of Study." This post-master's program leads to a Certificate of Advanced Study degree. Practitioners may elect to take individual courses without being enrolled in the degree program.

Programs of Study

Master's Programs

Overview

The School of Information and Library Science offers two degree tracks at the master's level — the Master of Science in Library Science and the Master of Science in Information Science. The master's programs prepare students for professional employment in library service and the information industry. Additionally, research and publishing activities are highly encouraged, especially as they relate to professional and career development.

Master of Science in Library Science

The Master of Science in Library Science program prepares students for professional employment in library and information service. The degree is designed to prepare students for work involving the collection, organization, storage, and retrieval of recorded knowledge for a variety of individuals and groups. Analysis and design skills are emphasized.

This degree is intended to prepare students for careers in library service in areas such as library administration, archives and documents librarianship, cataloging, public and reference services, acquisitions and collection management, children's librarianship, access and manipulation of database information, special collections, and subject areas. Graduates of the program are prepared to practice within various settings: academic, public or special libraries, information centers, or school library media centers.

Library Science Degree: Educational Objectives

Successful completion of the library science degree track requirements will prepare the student to:

Demonstrate a professional attitude toward his/her career, including a concern for the ethical issues involved, and a commitment to individual professional development and continuing education.

Exhibit a knowledge of current research in the field, be able to examine it critically, and to apply the results to professional duties.

Use basic research methodologies to carry out research projects relevant to professional duties and to professional growth.

Examine with constructive criticism both traditional and innovative methods to meet the needs of the present and to plan for the future.

Apply the general principles which underlie specific professional library and informational services to problems presented by:

a. various kinds of agencies, including public, academic, school, special libraries, and informatio centers.

b. differing functions, including administrative technical, and public service.

Demonstrate knowledge and ability in a selected area of librarianship or information science where a program of specialization has bee selected.

Identify needs, and plan, administer, and evaluate information services and programs for given user groups.

Develop collections of media appropriate to th subject matter and to the public served.

Adapt to the functions of the library the technological advances of information science an communication.

Curriculum

The curriculum of the Master of Science in Library Science is designed around five functional areas: Organization, Collection and Retrieval, Communication, Design and Evaluation, and Management. Elective courses build upon the required courses in each area.

A basic knowledge of computing using a variety of software applications is a requirement of the program. However, students who do not possess the required knowledge on entrance may satisfy the requirement by completing INLS 102, Introduction to Computing for Information Use. This should be completed during the student's first semester (or as soon as possible after enrollment), and will not count as credit towards the master's forty-eight semester hour degree requirements.

Coursework Requirements

FUNCTION	REQUIRED
Organization	INLS 151 Organization of Materials I
Collection/ Retrieval	INLS 111 Information Resources and Services and (INLS 153 Resource Selection and Evaluation or INLS 242 Role of the School Library Media Specialist in Curriculum Implementation)
Communication	INLS 180 Communications Processes
Design/Evaluation	INLS 201 Research Methods
Management	INLS 131 Management of Informatoin Agencies
OTHER REQUIREMENTS	
Master's Paper	INLS 393 Master's Paper
Computer proficiency	Prior experience or INLS 102 Introduction to Computing for Information Use

The remainder of the forty-eight semester nours of graduate coursework will draw from the chool's course offerings in information science or ibrarianship and, as appropriate, from related ubject fields. For example, students interested in he technology or systems area may wish to take ourses emphasizing information systems work or omputer networking. Students generally develop an area of concentration and select a number of advanced courses in that area. All coursework will be reviewed and approved by the student's faculty adviser.

Students puzzle over a problem in the SILS Computer Lab.

Students not having extensive practical experience are encouraged to enroll in the Supervised Field Experience course (INLS 299). This structured practicum provides the opportunity for students to apply theoretical knowledge to an individually selected work environment.

Specialization Areas Requiring Certification

Certification of Public Librarians

To work in a public library in the state of North Carolina, it is necessary to receive certification from the North Carolina Public Librarian Certification Commission. Attainment of the M.S. in L.S. degree from the School of Information and Library Science satisfies certification requirements. Students who wish to receive certification should consult with the director of alumni and public relations about the procedures for submitting applications as they prepare to graduate.

Certification for School Librarians

Librarians working in public schools, and in many private schools, in most states must be properly certified. In many states, including North Carolina, this involves certification as a classroom teacher and as a school librarian (media coordinator), in addition to receiving the M.S. in L.S. degree. Students who wish to obtain certification should consult with Dr. Evelyn H. Daniel on proper certification procedures. Students should consider certification early in their program in order to select appropriate courses.

Master of Science in Information Science

The Master of Science in Information Science prepares students to contribute to the design, development, and maintenance of information systems and networks; to provide leadership in the development of new technology and new applications relating to the delivery of information to users; and to demonstrate a theoretical knowledge of information science, including the theory of information storage and retrieval, systems science, and social, political, and ethical implications of information systems. Within the degree track students may elect to concentrate in one of four (4) areas: Information Retrieval, Database Management, Systems Analysis and Design, or Computer Networking and Systems Administration.

Curriculum

The curriculum of the Master of Science in Information Science is designed around five functional areas: Organization, Collection and Retrieval, Communication, Design and Evaluation, and Management. Elective courses build upon the required courses in each area and allow students to concentrate their studies.

The program requires that students have a basic knowledge of computing using a variety of software applications. However, students who do not possess the required knowledge on entrance may satisfy the requirement by completing INLS 102, Introduction to Computing for Information Use. This should be completed during the student's first semester (or as soon as possible after enrollment), and will not count as credit towards the master's forty-eight semester hour degree requirements.

Coursework Requirements

FUNCTION	REQUIRED COURSES
Organization	INLS 150 Organization of Information
Collection/ Retrieval	INLS 172 Information Retrieval
Communication	INLS 180 Communications Processes
Design/Evaluation	INLS 162 Systems Analysis and INLS 201 Research Methods
Management	INLS 131 Management of Information Agencies
OTHER REQUIREMENTS	
Master's Paper	INLS 393 Master's Paper
Computer proficiency	Prior experience or INLS 102 Introduction to Computing for Information Use

The remainder of the forty-eight semester hours of graduate coursework will draw from the school's course offerings and, as appropriate, from related subject fields. Selected courses in the school's curriculum from which students might draw upon for a concentration in Information Retrieval, Database Management, Systems Analysis and Design, or Computer Networking include (see the *Courses of Instruction* portion of thi catalog for a complete course listing and for course descriptions):

INLS 170 Applications of Natural Language Processing
INLS 174 Telecommunications Systems
INLS 176 Information Models
INLS 181 Network Applications and Resource
INLS 203 Information Systems Effectiveness
INLS 207 Cluster Analysis in Classification, Retrieval, and Communication
INLS 233 Managing in the Information Systems Organization
INLS 234 Human Resources Management
INLS 237 Marketing of Information Services

INLS 239 Strategic Planning
INLS 256 Database Systems
INLS 257 User Interface Design
INLS 263 Knowledge-Based Systems
INLS 272 Artificial Intelligence for Information Retrieval
INLS 281 Protocols and Network Management
INLS 283 Distributed Systems and Administration
INLS 356 Systems Implementation
INLS 362 Systems Theory

Students enrolled in the Information Science program may choose to focus on specific environments such as libraries, financial institutions, education, or corporate settings. Courses supporting these environments are found in the school's Library Science program or in other university departments such as the Kenan-Flagler Business School or the Department of Computer Science. Students select courses in consultation with their faculty adviser, according to their interests and career objectives.

Students not having extensive practical experience are encouraged to enroll in the Supervised Field Experience course (INLS 299). This structured practicum provides the opportunity for students to apply theoretical knowledge to an individually selected work environment.

Master's Programs Degree Requirements

The degree requirements for the Master of Science in Library Science and the Master of Science in Information Science must be fulfilled within five years from the date of enrollment.

1. Forty-eight semester hours of graduate-level coursework (see Curriculum guide above).
2. Two semesters of residence, as described in the Graduate School Catalog.
3. Admission to candidacy, by filing an acceptable application early in the final semester of residence.
4. Completion of a satisfactory comprehensive examination.
5. Completion of a Master's paper or project.

Continued enrollment in the school is dependent upon satisfactory coursework performance. A Master's student becomes academically ineligible to continue upon receiving a grade of "F" (failing) or receiving nine (9) or more hours of "L" (low pass). Students with six (6) or more credit hours of "IN" (incomplete) or "AB" (absent from final exam) will be restricted in the number of courses for which they may register in subsequent semesters. A student in this situation may not exceed nine combined credit hours of outstanding incompletes and registered credit hours.

In planning a course of study, students should consult the *Courses of Instruction* list to determine which prerequisites are required for advanced courses in their chosen specialization.

Transfer of Credits

Transfer of academic credits from other institutions is governed by the requirements and policies of the Graduate School and the School of Information and Library Science. These regulations permit the transfer of up to nine semester hours of graduate credit from approved institutions, when approved by the student's academic adviser and the Dean. However, these graduate credits must be relevant to the student's degree program, must have been earned within three years preceding enrollment in the SILS Master's degree program and must not have been accepted

Using the Children's Collection.

or have been used to satisfy the requirements for another graduate degree. Any graduate courses taken prior to enrollment in the SILS program, including those taken through the University's Continuing Studies program, become part of the nine hour transfer limit.

Students must give their adviser official transcripts for the work they desire to transfer. Additionally, official course descriptions and course syllabi are helpful in the assessment of the acceptability of the credits for transfer. Decisions on the acceptability of transfer credit cannot be made until an applicant has been admitted to the Master's degree program. Early consideration in a student's program of credits for transfer will enhance academic program planning.

Graduate Credit from Outside SILS

The following conditions apply to credits earned *after* a student has enrolled in a SILS degree program. With permission from their academic adviser, students may elect to take graduate courses in other departments and schools, at the other campuses of the University or at Duke University. Normally, the information and library and science content of the Master's program should total at least thirty-six semester hours of the forty-eight semester hour program. The thirty-six credit hours in information and library science requirement may be reduced by an additional six credits of coursework in fields closely related to information and library science, e.g. computer science. Permission to take these additional six credits outside of information and library science requires the approval of the student's academic adviser and the dean.

Admission to the Master's Programs in Information Science and Library Science

Admission to the Master's programs is competitive. Meeting all of the stated requirements for admission will not necessarily ensure admittance. University-imposed restrictions on the number of students permitted to enroll in the School of Information and Library Science limits the number of vacancies available each term; however, failure to meet all of the stated requirements does not necessarily imply rejection.

The school seeks a diverse student body and each year a limited number of students who have not met all minimum requirements are admitted on the basis of high motivation, unusual promise for the profession, or their special characteristics. Individuals not meeting the stated requirements but believing that their application merits consideration because of special qualifications are encouraged to submit application materials accompanied by a statement explaining the reason for asking that the requirements be waived.

Requirements for Admission

1. A bachelor's degree from an accredited college or university in this country, or its equivalent from a foreign institution.

2. A GPA of 3.0 or better on a 4.0 point scale in the last two years of the undergraduate program.

3. Acceptable score on the General Test of the Graduate Record Examination, taken within the five years preceding application. The General Tes scores evaluated are the Verbal and Quantitative sections.

4. A strong liberal arts and sciences backgroun is highly desirable. The school reserves the right t request additional liberal arts and sciences credits if the credits are severely deficient and the studen is otherwise admissible.

5. For applicants whose native language is not English, a minimum TOEFL score of 550. See "Information for International Applicants."

Application for Admission

In order to be considered for admission to the Master's program, an applicant should submit the following application materials:

1. A Graduate School application.
2. A School of Information and Library Science application.
3. Transcripts of all academic work, sent from the institutions.
4. Scores on the General Test of the Graduate Record Examination taken within the past 5 years, sent from Educational Testing Service.
5. A brief essay indicating why the applicant is interested in library science or information science as a career (maximum of 500 words).
6. Three letters of reference. It is highly desirable that at least two should be from persons having first-hand knowledge of applicant's academic capabilities.
7. The school reserves the right to request an nterview of an applicant with a faculty member, or a person designated by the school.

No action is taken on an application until all materials (forms, transcripts, test scores, essay, and references) have been received. Financial assistance is not considered until the applicant has been approved for admission.

The School of Information and Library Science dmits master's students for matriculation in the fall, spring, and summer semesters. Entrance into the program is recommended for the fall semester, when most of the introductory courses are offered and when most financial assistance awards begin. **For fall (or summer) semester admission with consideration for financial aid awards, the application deadline is January 31.** Applications received after January 31 will be considered on a space available basis until **June 15** (International applicants, April 1). During recent years, spaces have been filled earlier than the June 15 deadline, by March or April. Therefore, prospective students should apply early.

There are a limited number of spaces for students to begin the program in the spring and summer semesters. Applications should be submitted early, by **October 1** (International—August 1) and **March 1** (International—January 1), respectively.

All application materials must be received by SILS prior to the deadlines stated above or the application will be treated as "incomplete" and a recommendation made to the Graduate School to deny admission. No international applications will be reviewed for admission until the completed financial certification and supporting documentation has been received.

Prospective students may make appointments with faculty and staff members to discuss admission requirements, program schedules, and

ulty Exchange: Pauletta Bracy of North Carolina Central University teaches at UNC-Chapel Hill; Susan Steinfirst of UNC-Chapel Hill SILS teaches at NCCU.

curriculum content. The school office arranges appointments. SILS office hours are 8 a.m. - 5 p.m., Monday through Friday.

The School of Information and Library Science and the Graduate School must approve all candidates for admission. The Graduate School notifies applicants of its action on all applications for admission. Requests for application forms and for further information should be made to:

Student Services
School of Information and Library Science
100 Manning Hall, CB# 3360
Chapel Hill, NC 27599-3360
Phone: (919) 962-8366, Fax: (919) 962-8071
Email: info@ils.unc.edu

A nonrefundable application fee of $55.00 must be submitted with the application for admission. If offered admission a place will be reserved by the payment of a $50.00 nonrefundable deposit which is credited toward the first semester's tuition.

APPLICATION DEADLINES

Fall Admission
In order to be considered for SILS or Graduate School financial assistance:
January 31
Financial Assistance not requested:
*June 15
*April 1—International applicants
Spring Admission (January)
*October 1
August 1—International applicants
Summer Admission
January 31 (financial aid requested)
*March 1
January 1—International applicants

**Due to rolling admissions and limited space, applicants should apply as far in advance of these deadlines as possible.*

Information for International Applicants

- Applicants from countries where English is not a native language are required to submit scores on the Test of English as a Foreign Language (TOEFL) in addition to the other admission requirements. The exam must have been taken within the past two years prior to application date. The school applies this requirement to all inter-national applicants including those who may have a degree from a university in the United States.
- In addition, each new student must take the University's English Proficiency Test at the beginning of the first semester of study and, if not successful, enroll in and attend a noncredit

UNC Health Sciences Library.

course entitled English for Foreign Students (Linguistics 116X). Linguistics 116X, lasting through the student's first semester, is designed to improve English communication skills and enhance the student's capabilities as a graduate student. This course must be taken until passed.

- Note early application deadlines.
- The "Financial Certificate" included in the application packet must be completed by all international applicants. The University is required by U.S. law to certify proof of each student's financial ability to complete the program of study. As financial assistance from the school is limited, international applicants must be able to provide a significant amount of support for the years of academic study. The school is unable to fully fund any international student's program. **It is essential that students submit this form with the application, COMPLETELY filled out and SIGNED.** No application for the program will be considered until this form has been submitted.

Financial Assistance

Financial assistance awards, service and nonservice, are available from the Graduate School (University-wide competition) and from the School of Information and Library Science. (See "Fellowships and Financial Assistance".) **For financial assistance consideration, the deadline for receipt of all application materials is January 31.** Applicants who request Graduate School/SILS financial assistance and do not complete their application file until after January 31 will only be eligible to compete for funds and assistantships that have not already been awarded. Generally, school-awarded aid and assistantships are awarded to entering students, beginning in the summer or fall semesters, although the awards will begin with the fall semester.

Many SILS awards are of one-year duration; others are renewed for a second year, contingent upon academic and service performance. Second-year students have a number of opportunities to apply for part-time internships offered by area libraries and information agencies or corporations.

mmencement Exercises in Manning Hall

Certificate of Advanced Study

The Certificate of Advanced Study (CAS) in Library and Information Science is a post-master's degree designed for practitioners who seek an articulated and systematic continuing education program to enhance their professional career development in library and information science.

Educational Objectives

The Certificate of Advanced Study is intended to:

Provide the opportunity for a systematic update and upgrading of a working professional's knowledge in library and information science.

Provide the opportunity to develop a specialty in a subject discipline or in a library/information function.

Provide the opportunity for an individual to redirect a career path or to enrich and strengthen demonstrated capabilities in a career path.

Admission to the Post-Master'sProgram

Applicants to the post-master's certificate program must have completed a master's degree in either library or information science with a grade-point-average of 3.0 or better (on a 4.0 scale). Evidence and forms required:

1. A Graduate School application.
2. A School of Information and Library Science application.
3. Transcripts of all academic work, sent directly from each institution.
4. A brief essay stating career goals, area of study interest, and why the CAS program will meet your needs.
5. Three (3) letters of reference.
6. An interview may be required.
7. International applicants must submit TOEFL scores, see "Information for International Applicants."

Looking out at the Quad from Manning Hall.

Applications are reviewed by a committee of the school faculty with recommendations for admission made to the Graduate School. No action is taken on an application until all application materials have been received. Deadlines for application as stated in the master's program section must be adhered to.

Information for International Applicants

- Applicants from countries where English is not a native language are required to submit scores on the Test of English as a Foreign Language (TOEFL) in addition to the other admission requirements. The exam must have been taken within the past two years prior to application date. The school applies this requirement to all international applicants including those who ma have a degree from a university in the United States.
- In addition, each new student must take the University's English Proficiency Test at the beginning of the first semester of study and, if not successful, enroll in and attend a noncredit course entitled English for Foreign Students (Linguistics 116X). Linguistics 116X, lasting through the student's first semester, is designed to improve English communication skills and enhance the student's capabilities as a graduate student. This course must be taken until passed.
- Note early application deadlines.
- The "Financial Certificate" included in the application packet must be completed by all international applicants. This University is required by U.S. law to certify proof of each student's financial ability to complete the program of study. As financial assistance from t school is limited, international applicants must

able to provide a significant amount of support for the years of academic study. The school is unable to fully fund any international student's program. **It is essential that prospective students submit this form with the application, COMPLETELY filled out and SIGNED.** No application for the program will be considered until this form has been submitted.

Program Content

The Certificate program is tailored to an individual's previous education, experience, and career intentions. This post-master's program is distinct from the Ph.D. degree, which prepares individuals to undertake serious research endeavors.

The post-master's program consists of thirty (30) semester hours of coursework, selected from the school's curriculum and other departments and schools of the University on the basis of the individual's needs and objectives. The student selects courses in consultation with a faculty adviser. Although a number of the school's courses are offered in the evening hours, it is unlikely that the program can be completed without significant daytime enrollment.

The flexibility of the program is important as prospective students come from very different backgrounds and have different needs. However, competencies in research methods, management, and use of information technology are assumed to be a necessary part of each individual's program. Beyond that, course selections will be tailored to meet individual needs and objectives.

Certificate Requirements

1. Satisfactory completion of thirty (30) semester hours of graduate-level course work.

2. A knowledge of computing for information use equivalent to that required for the master's degree programs. May be satisfied by completing NLS 102, Introduction to Computing for nformation Use. If satisfied by INLS 102, the credits cannot be applied towards the thirty (30) redit hour certificate requirement.

3. Admission to candidacy, met by filing an cceptable application, early in the final semester f residence.

4. An oral examination, based on all completed work, administered and evaluated by a selected group of the school's faculty.

No thesis is required, nor is there a foreign language requirement.

All work toward the certificate must be completed within five years of the date of first matriculation. Successful candidates will be awarded the "Certificate of Advanced Study."

Transfer of Credits

Transfer of academic credits from other institutions is governed by the requirements and policies of the Graduate School and the School of Information and Library Science. These regulations permit the transfer of up to six (6) semester hours of graduate credit from approved institutions, when approved by the student's academic adviser and the Dean. However, these graduate credits must be relevant to the student's CAS program objectives, must have been earned within one year preceding enrollment in the SILS CAS program, and must not have been accepted or have been used to satisfy the requirements for another graduate degree. Any graduate courses taken prior to enrollment in the SILS CAS program, including those taken through the University's Continuing Studies program, become part of the six-hour transfer limit.

Students must give their adviser official transcripts for the work they desire to transfer. Additionally, official course descriptions and course syllabi are helpful in the assessment of the acceptability of the credits for transfer. Decisions on the acceptability of transfer credit will not be made until an applicant has been admitted to the CAS program. Early consideration in a student's program of credits for transfer will enhance academic program planning.

Further Information

Dr. Jerry D. Saye, assistant dean and CAS Program Coordinator, may be consulted for program content recommendations. For application materials and general admissions information, contact Student Services at the school. (See Directory on the inside front cover.)

Doctoral Program

Statement of Purpose

The Doctor of Philosophy in Information and Library Science is a research degree. The purpose of the doctoral program in the School of Information and Library Science is to educate scholars who are capable of addressing problems of scholarly consequence in the field of information and library science.

Educational Objectives

Graduates of the program are prepared to conduct productive, independent, and scholarly research in universities, government agencies, and other institutions, in which problems of communication and retrieval are addressed.

Scope of the Program

The scope of the program is dictated by the phenomena and processes, problems and questions, and theories and methods that characterize the ILS field and engage the research interests of the faculty. The curriculum emphasizes the identification of research problems of scholarly consequence in the areas of communication and retrieval and the mastery of methods and theories that enable observation, analysis, and interpretation in relation to these problem areas. Additional problem areas will be addressed as dictated by the interests of students and faculty members. Interdisciplinary programs are encouraged. Combinations include associations with education, computer science, business, and social science.

A well-equipped computer lab offers SILS students hands-on experience.

Admission to the Doctoral Program

The program seeks outstanding students who possess the qualities to be successful independent investigators. Approval of admission is based upon an assessment of the totality of the evidence in support of the application rather than on a consideration of isolated particulars. Normally, the required evidence includes:

1. A master's degree or equivalent from an institution of recognized standing, in an academic or professional field emphasizing one or more of the following areas: information organization, information retrieval, communication, design and evaluation of information systems.

2. A record of superior performance in the applicant's previous academic preparation.

3. Recommendations from those familiar with the applicant's past academic and professional performance.

4. A written statement from the applicant setting forth the research focus or interest to be addressed in the doctoral program. This statement may also address academic and professional goals.

5. Superior scores on the quantitative, verbal and analytic sections of the Graduate Record Examination, taken within the five years preceding application.

6. A personal vita.

7. Application forms and supporting documents required by the Graduate School (undergraduate and graduate transcripts; TOEFL scores for International applicants).

8. Application form of the School of Information and Library Science.

9. An interview, to be held in Chapel Hill, if possible.

10. Additionally, applicants may wish to submit copies of published works.

In reviewing applicants for admission to the program, the school will consider past academic record and scholarly potential of an applicant as well as the match of a candidate's research interests to the ability of the school's faculty to support that interest.

All credentials required for admission should be received in the school office by **March 1**; by **January 1 if financial aid is sought.**

Academic Background and Knowledge Expected

The student is expected to have the following background and knowledge before entering the program or must acquire them early in the program. A requirement can be met by a record of formal coursework or by successful completion of recommended academic work. If the requirement is met by a record of formal coursework taken elsewhere, the student may be asked to submit evidence of course content and to discuss the courses and their content with his or her faculty adviser. If a requirement is met through course credit, this credit does not count toward the degree.

- An academic background including six graduate-level hours in each of at least three of the following areas: information organization, information retrieval, communication, design and evaluation of information systems.
- A knowledge of research methods that includes: an understanding of distinctions between the phenomenological and positivistic research paradigms, a facility to develop research questions, and a familiarity with the major social science methods of data collection.
- A knowledge of computing equivalent to that required in the school's master's degree programs. The requirement can be met by a demonstration of competence gained through experience, as well as by a record of formal coursework, or the completion of recommended coursework.

Financial Assistance

Financial assistance comes from two sources: 1) University-wide fellowships, for which all schools and departments may compete; and 2) fellowships and assistantships designated exclusively for students in the School of Information and Library Science. See the "Fellowships and Financial Assistance" section of this catalog for more specifics.

Students who wish to be considered for the University-wide fellowships should submit their application information by **January 1**.

Information for International Applicants

- Applicants from countries where English is not a native language are required to submit scores on the Test of English as a Foreign Language (TOEFL) in addition to the other admission requirements. The exam must have been taken within the past two years prior to application date. The school applies this requirement to all international applicants including those who may have a degree from a university in the United States. The minimum TOEFL score required for admission is 550, with a minimum score of 50 on each of the three sections of the test.
- In addition, each new student must take the University's English Proficiency Test at the beginning of the first semester of study and, if not successful, enroll in and attend a noncredit course entitled "English for Foreign Students" (Linguistics 116X). Linguistics 116X, lasting through the student's first semester, is designed to improve English communication skills and enhance the student's capabilities as a graduate student. This course must be taken until passed.
- The "Financial Certificate" included in the application packet must be completed by all international applicants. This University is required by U.S. law to certify proof of each student's financial ability to complete the program of study. As financial assistance from this school is limited, international applicants must be able to provide a significant amount of support for the years of academic study. The school is unable to fully fund any international student's program. **It is essential that you submit this form with your application, COMPLETELY filled out and SIGNED.** No applicant for the program will be considered for admission until this form has been submitted.

Degree Requirements

1. **Coursework** – Normally a student will take a minimum of thirty-six (36) hours of formal courses, reading courses, or directed research exclusive of the dissertation. With faculty advice, the student will choose appropriate graduate courses from those listed in "Courses of Instruction" in this catalog and from the Catalog of the Graduate School. All courses offered for credit towards the degree must be at the graduate level.

a. Required Courses

INLS 372, Seminar in Information Retrieval

INLS 382, Seminar in Communication

All Ph.D. students are required to take at least six hours of statistics including an introduction to descriptive and inferential statistics, analysis of variance, and computational techniques, or to demonstrate the equivalent knowledge by taking one advanced course. The school maintains a list of acceptable statistics sequences.

b. Strongly Recommended Courses

INLS 379, Research in Information Retrieval

INLS 389, Research in Communication

INLS 399, Research in Information and Library Science

At least one advanced research methods course and at least one theory development course. Mastery of relevant methods and theories can be accomplished by graduate level courses or workshops inside and outside the University or by small group or individual tutorials offered by members of the SILS faculty. The school maintains a list of suggested courses.

2. **Expectations and Evidence of Progress** –

Academic performance in the program must conform to the Graduate School requirements for all graduate students. Research competence is manifest by outcomes of small scale research efforts with student colleagues and/or faculty mentors and the presentation of outcomes in a seminar or course within the school. The presentation of research results at regional and national meetings is encouraged and the submission of at least two papers for consideration to be published in the research literature of the field, prior to taking the comprehensive exam, is required.

The progress of all doctoral students is reviewed annually by the faculty. For this review, each student is asked to prepare a statement describing accomplishments during the previous year and outlining objectives for the coming year. Students who are not making satisfactory progress are counseled regarding strategies for getting back on track. Continuation in the program is dependent upon a record of satisfactory progress.

In addition to normal annual reviews, students who have completed eighteen (18) semester hours of credit (generally at the end of the first academic year) are subject to a formal assessment of ability for advanced study and original research. This review is conducted by a committee chaired by the student's advisor and consisting of all faculty in the school who have taught the student. Subject mastery is assessed by the major paper or outcome of each course. The ability to deal with the conceptual requirements of doctoral work, including the ability to identify research opportunities and the means to address the associated research problems, is also evaluated. The student is informed of any deficiencies identified by the review along with the suggested strategies for improvement. In the case of severe deficiencies, a student might be counseled to leave the doctoral program.

A full-time student is expected to pass the comprehensive exam and successfully defend his or her dissertation proposal no later than the third year of her or his program. The period of time devoted to dissertation research will vary depending on the problem addressed and the methods employed.

3. **Transfer Credit** – Transfer of academic credits from other institutions is governed by requirements and policies of the Graduate School and the School of Information and Library Science. These regulations permit the transfer of up to six (6) semester hours of graduate credit fro institutions that offer the Ph.D. degree. To be eligible for transfer, courses must be relevant to the student's program of study, must have been completed within three years of enrolling in the SILS program, and must not have been applied to another degree. Graduate courses taken through

the University's Continuing Studies program contribute to the six (6) hour transfer limit.

4. **Foreign language skills** – Reading knowledge in a foreign language is required, if it is needed to conduct research in the student's area of specialization. The requirement can be met by examination, as well as by a record of formal coursework.

5. **Comprehensive Exam** – A comprehensive written and oral qualifying examination is required as a condition of admission to candidacy. The written exam is given prior to the oral exam. The context for the examination is defined by a comprehensive review of the literature relevant to the student's area of research interest. The review is written by the student and submitted to his or her faculty advisor to initiate the examination process. The content of the written examination is determined by a faculty examination committee. The written exam covers four areas: the student's major area (communication or retrieval), the student's minor area (communication or retrieval), related research methods, and applicable theories or conceptual frameworks. The oral examination addresses the student's responses to the written questions and the motivation, research design, results, and/or implications of one of two research papers written by the student and submitted to the committee. The examination may not be taken earlier than the semester in which the student is in the final stages of course work.

6. **Admission to Candidacy** – A doctoral tudent must apply for admission to candidacy fter he or she has submitted a formally approved dissertation prospectus, and completed all of the forementioned degree requirements.

7. **Doctoral Dissertation** – Successful ompletion of a doctoral dissertation approved by he student's dissertation committee is required. It epresents an original contribution to knowledge nvolving identification and definition of a esearchable topic, application of an appropriate esearch methodology, organization and analysis of ata relevant to the topic under investigation, and presentation and interpretation of the data which eets the standards of scholarly work.

8. **Dissertation Defense** – A final oral examination in defense of the dissertation, which is open to the University community, is also required. This is administered by the student's dissertation committee, which normally includes scholars from outside the program.

Residency

Students may enter the doctoral program on a full-time or part-time basis. It is highly desirable that a doctoral student be in residence at the University during the entire program, or at least during the year in which the proposal for the dissertaion is prepared. All doctoral students must meet the University's residence credit requirement prior to or concurrently with taking the oral portion of the comprehensive exam. All requirements for the degree must be completed within eight years from the date of first enrollment in the program.

Further Information

Prospective doctoral students are encouraged to write to Dr. Jerry D. Saye, Assistant Dean, for answers to specific questions.

SILS Library reading room.

Courses of Instruction

NOTE: The prefix for all School of Information and Library Science courses is **INLS**. When a prerequisite or corequisite is listed for a course, it may be assumed that an equivalent course taken elsewhere or permission of instructor also fulfills the prerequisite or corequisite. The course instructor must approve the equivalency of the substitute course.

92 **Survey and Evaluation of Materials for Children** (3). A survey of book and nonbook materials for children in grades K-6, designed for prospective teachers enrolled in the program in Early Childhood Education. Steinfirst.

102 **Introduction to Computing for Information Use** (3). Study of the functional capabilities of major classes of microcomputer application software, the computing needs of information agencies, and selected current topics in computing. Losee.

108 **History of Books and Libraries** (3). The history of human communication focusing on the orig and development of the book and the origin and development of libraries and librarianship. Holl Steinfirst.

110 **Selected Topics** (3). Members of the faculty. Courses offered during 1993-94 include:

110(39) **Communication Processes.** Chatman.

110(52) **Organizing Information.** Solomon.

110(52) **User Information Needs.** Solomon.

110(53) **Library Automation.** Kochtanek.

111 **Information Resources and Services I** (3). Analysis, use, and evaluation of information and reference systems, services, and tools with attention to printed and electronic modes of delivery. Provides a foundation in search techniques for electronic information retrieval, question negotiation, and interviewing. Tibbo.

115 **Natural Language Processing** (Computer Science 171) (3). Prerequisite, Computer Science 14 or Computer Science 15. Statistical, syntactic, and semantic models of natural language. Tools ar techniques needed to implement language analysis and generation processes on the computer. Haas.

120 **History of Children's Literature** (3). A survey of children's literature in English from the Mid Ages through the nineteenth century. Steinfirst.

122 **Young Adult Literature and Related Materials** (3). A survey of print and nonprint library materials particularly suited to the needs of adolescents. Steinfirst.

123 **Children's Literature and Related Materials** (3). Survey of literature and related materials fo children with emphasis on twentieth century authors and illustrators. Steinfirst.

131 **Management of Information Agencies** (3). An introduction to management in libraries and other information agencies. Topics to be studied include planning, budgeting, organizational theory, information sources for managers, staffing, leadership, organizational change, and decisi making. Daniel, Chatman.

150 **Organization of Information** (3). Introduction to the problems and methods of organizing information, including information structures, knowledge schemas, data structures, terminological control, index language functions, and implications for searching. Solomon.

151 **Organization of Materials I** (3). An introduction to the problems of organizing information and collections of materials. Formal systems for cataloging and classifying are studied. Saye.

153 **Resource Selection and Evaluation** (3). Identification, provision, and evaluation of resources to meet primary needs of clienteles in different institutional environments. Pierce.

162 **Systems Analysis** (3). Introduction to the systems approach to the design and development of information systems. Methods and tools for the analysis and modeling of system functionality (e.g. structured analysis) and data represented in the system (e.g. object oriented analysis) are studied. Haas, Solomon, Wildemuth.

165 **Records Management** (3). Introduces the principles of records center design, records analysis and appraisal, filing systems, reprographics and forms, reports, and correspondence management. Legal issues and the security of records are also covered. Saye.

170 **Applications of Natural Language Processing** (Computer Science 170) (3). Prerequisite, Computer Science 14, 15, or graduate standing in Information and Library Science. Study of applications of natural language processing techniques and the representations and processes needed to support them. Topics include interfaces, text retrieval, machine translation, speech processing, and text generation. Haas.

172 **Information Retrieval** (Computer Science 172) (3). Prerequisite, INLS 102, Computer Science 14 or Computer Science 15. Study of information retrieval and question answering techniques, including document classification, retrieval and evaluation techniques, handling of large data collections, and the use of feedback. Shaw, Losee.

174 **Telecommunications Systems** (3). Prerequisite, INLS 102. Digital and analog forms of electronic communication. Design and performance of networks and their relationship to libraries and information agencies. Losee.

176 **Information Models** (3). An introduction to information science surveying its various representations and information flows and examining major analytical techniques used in the field. Haas.

180 **Communication Processes** (3). Examines the social and technological processes associated with the transfer of information and includes the discussions of formal and interpersonal communication channels. Daniel, Chatman, Wildemuth.

181 **Network Applications and Resources** (3). Prerequisite, INLS 102 or equivalent. Introduction to computer networking concepts and applications. Includes an overview of local area network hardware, topologies, operating systems and applications, as well as an overview of Internet resources and services. Barker.

201 **Research Methods** (3). Prerequisite, completion of twelve (12) semester hours. An introduction to research methods used in library and information science. Includes the writing of a research proposal. Shaw, Losee, Solomon.

203 **Information Systems Effectiveness** (3). Prerequisite, INLS 201 recommended. Addresses issues of performance measurement and methodology in the evaluation of information systems and services. The roles of objectives, performance measures, data collection approaches, and analytical approaches will be considered. Wildemuth.

204 **International and Comparative Librarianship** (3). The concepts of the library's role in othe countries; trends in international cooperation; American participation in international library-related organizations and programs. Staff.

207 **Cluster Analysis in Classification, Retrieval, and Communication** (3). Cluster analysis, graph theory, and communications theory are applied to problems in automatic classification, document retrieval, and scholarly communications. Analyses focus on the structures underlyin clustering outcomes. Shaw.

211 **Information Resources and Services II** (3). Prerequisite, INLS 111. Further explores information and reference systems, services, and tools with a focus on databases. Investigates effective information retrieval techniques, end-user instruction, and the management of electronic information services. Tibbo.

213 **User Perspectives in Information Systems and Service** (3). Explores the roles of informati in human activity. Resulting insights are directed toward design of user-oriented systems. Psychological, social, economic, political, task, and other situational perspectives are taken. Solomon.

220 **Storytelling: Materials and Methods** (3). The storyteller as an agent in the transmission of culture. Experience in selecting, adapting, and presenting materials from the oral tradition an modern literary sources. Opportunity for more intense study by each student of the customs a folklore of a single culture. Steinfirst.

222 **Science Information** (3). Prerequisite, INLS 111. Survey of the communication of scientific information and the information sources in the physical and biological sciences; emphasis on major bibliographic and fact sources including online reference services. Staff.

223 **Social Science Information** (3). Prerequisite, INLS 111. Survey of the social sciences, their development, and selected major figures. Emphasis on bibliographic resources including onlin reference services and numerical databases. Site visits to special collections. Pierce.

224 **Humanities Information** (3). Prerequisite, INLS 111. A survey of informational materials in the arts and humanities. Attention to reference resources, including online bibliographic services. Pierce.

225 **Health Sciences Information** (3). Prerequisite, INLS 111. A survey of information used in t health sciences disciplines and professions. The organization of sources, current techniques, a tools for its control including online databases. Staff.

226 **Serials** (3). Prerequisites, INLS 111 and INLS 151. Survey of technical and public services aspects of library serials management, including organization, collection development, acquisition, cataloging, access, and preservation. Covers serials publishing and the role of the subscription agent. Tuttle.

227 **Business Information** (3). Prerequisite, INLS 111. Combines an introduction to basic busine concepts and vocabulary with consideration of current issues in business librarianship and of k print and electronic information sources. Strauss.

228 **Public Documents** (3). A survey of the major publications of the United States federal government, United Nations, United States governments, and British government, with attention to the selection, classification, and administration of a document collection. Staff.

229 **Law Libraries and Legal Information** (3). Prerequisite, INLS 111. An introduction to the legal system and the development of law libraries, their unique objectives, characteristics, and functions. The literature of Anglo-American jurisprudence and computerized legal research are emphasized as well as research techniques. Gasaway.

232 **Library Effectiveness** (3). Application of systematic analytical methods to the problems of management and organization. Emphasis on the use of selected techniques in designing the solutions to problems in library and information service. Shaw.

233 **Managing in the Information Systems Organization** (3). Prerequisite, INLS 131 recommended. Presents the broad scope of responsibilities inherent in information systems management. Topics include: management controls, security, maintenance, human resources requirements, and associated issues of information system planning and development. Staff.

234 **Human Resources Management** (3). Prerequisite, INLS 131. An in-depth look at the management of human resources in libraries and other information agencies. Includes topics such as recruitment, hiring, job analysis, performance appraisal, training, and compensation. Moran.

35 **Library Buildings and Equipment** (3). The planning of buildings for all types of libraries; selection and purchase of equipment; analyses of existing examples of good and bad results. Staff.

37 **Marketing of Information Services** (3). Application of marketing theory to libraries and other information settings. Includes consumer behavior, market research, segmentation, targeting and positioning, public relations, product design, and sales promotion. Daniel.

39 **Strategic Planning** (3). Prerequisite, INLS 131 recommended. Emphasizes the role of information in organizational planning processes. Topics include: strategy development, goal formation, long-range planning, environmental scanning, and the use of information systems/products for competitive advantage. Daniel.

41 **The School Library Media Center** (3). Philosophy and mission of the school library media center in context of the educational environment. Considers program planning and evaluation, policy development and examination of current issues. Daniel.

42 **Role of the School Library Media Specialist in Curriculum Implementation** (3). Considers the curriculum implementation and teaching roles of the media specialist including the development of multimedia collections and the instruction media retrieval programs. Daniel

43 **Administration of Public Library Work with Children and Young Adults** (3). Objectives and organization of public library services for children and young adults; designed for those who may work directly with young people or who intend to work in public libraries. Steinfirst.

44 **Administration of Archives and Manuscript Collection** (3). The history, principles, and techniques of acquiring and administering public and private archives and manuscript collections. Instruction will be supplemented by special lectures and tours of nearby record repositories. Tibbo.

7 **Special Libraries and Information Brokering** (3). Characteristics of special libraries with emphasis on planning services to fit client needs. Entrepreneurial activities. Examination of public and private settings. Problems and issues surrounding the provision of specialized information services. Daniel.

251 **Organization of Materials II** (3). Prerequisite, INLS 151 and pre- or corequisite, INLS 102. Examination of principles, practices, and future trends in the control and organization of materials. Instruction covers classification, subject indexing, and the cataloging of print and nonprint materials and online cataloging systems. Saye.

254 **Preservation of Library and Archive Materials** (3). An introduction to current practices, issues, and trends in the preservation of materials for libraries and archives with an emphasis on integrating preservation throughout an institution's operations. Paris.

256 **Database Systems** (3). Prerequisite, INLS 102 and pre- or corequisite, INLS 162. A study of database models including relational, hierarchical, and network; normalization techniques, query languages, and entity-relationship theory. Haas, Wildemuth.

257 **User Interface Design** (3). Pre- or corequisite, INLS 162. Basic principles for designing the human interface to information systems, emphasizing computer-assisted systems. Major topics: users' conceptual models of systems, human information processing capabilities, styles of interfaces, evaluation methods. Wildemuth.

263 **Knowledge-Based Systems** (3). Prerequisite, INLS 150. Design of systems offering a knowledge-base in support of task requirements or that model expertise. Knowledge acquisition and representation approaches will be applied in the systems development process. Haas, Solomon.

265 **Abstracting and Indexing** (3). Prerequisite, INLS 102. Presents the basic principles of subject analysis through the development and analysis of abstracts, indexes, and classification systems. Both natural language and controlled vocabulary indexing are covered. Saye, Solomon.

272 **Artificial Intelligence for Information Retrieval** (3). Prerequisite, INLS/COMP 172. Logical and neural artificial intelligence models of documents, queries, and their relationship to document retrieval. Losee.

281 **Protocols and Network Management** (3). Prerequisites, INLS 102 or equivalent and (INLS 174 or INLS 181). Network protocols and protocol stacks. Included are discussions of protocol classes, packet filtering, address filtering, network management, and hardware such as protocol analyzers, repeaters, routers, and bridges. Staff.

282 **Music Librarianship** (3). Survey of the history and practice of music librarianship, with an emphasis on administration, collection development, and public service in academic and large public libraries. Reed.

283 **Distributed Systems and Administration** (3). Prerequisites, INLS 102 or equivalent and (INLS 174 or INLS 181). Distributed and client/server based computing. Includes operating system basics, security concerns, and issues and trends in network administration. Staff.

299 **Supervised Field Experience** (3). Prerequisites, completion of twenty-four (24) semester hours and permission of adviser. Supervised observation and practice in a library or information service agency. The student will work a required amount of time in the work setting under the supervision of a library/information professional and will participate in faculty-led group discussions for ongoing evaluation of the practical experience. Staff.

300 **Study in Information and Library Science** (1-3). Prerequisite, permission of the instructor. Study and research by an individual student on a special topic under the direction of a specific faculty member. Staff.

304 **Seminar in Theory Development** (3). Prerequisite, doctoral student or advanced master's student status. Discussion and critique of the structural components and processes utilized in theory development. Seminar provides knowledge relating to the various stages of theory building. Chatman.

308 **Seminar in Teaching and Academic Life** (3). Prerequisite, doctoral student status. Examines teaching, research, publication, and service responsibilities; provides historical perspective, teaching experience, syllabi construction, test preparation, and discussion of the ethics, rewards, and problems of academic life. Staff.

309 **Problems in Education in Information and Library Science** (3). Prerequisite, doctoral student or advanced master's student status. Programs in education for information and library science in the U.S., seen within the framework of professional education in general; exploration of how curricular elements meet changing goals and objectives of a library education program. Daniel.

310 **Seminar in Selected Topics** (1-6). Exploration of a special topic not otherwise covered in the curriculum. Members of the faculty. Courses offered during the 1993-94 academic year:

310(32) Information Retrieval Seminar. Shaw.

310(36) Seminar in Information Transfer and Communication. Daniel.

310(48) Electronic and Virtual Libraries. Kilgour.

310(51) Library and Archive Preservation. Paris.

310(54) Managing in the Information Systems Organization. Varvaro.

310(60) Ethnic Materials for Children and Young Adults. Bracy.

310(63) Management of Nonprint Materials in Libraries. Everhart.

310(64) Economics of Information. Weech.

311 **Seminar in Information Services** (3). Prerequisite, INLS 111 and pre- or corequisite, INLS 158. Administrative and professional issues in the provision of reference and information services; includes policy development implementation, facilitation of communication, ethics, integration and implementation of information technologies, and management and evaluation of information services. Tibbo.

315 **Seminar in Information Policy in the Public Sector** (3). Prerequisite, permission of instructor. Examination of client-centered services in libraries and information agencies. Includes: information as a commodity, public policy issues, and providers of information services. Chatman.

320 **Seminar in Children's Literature** (3). Prerequisite, INLS 123. Advanced study of a selected topic relating to literature for children. Steinfirst.

326 **Seminar in Popular Materials in Libraries** (3). Selected topics relating to the roles of various types of libraries in the provision and preservation of popular materials (light romances, science fiction, comic books, etc.) existing in various forms (print, recorded sound, etc.). Moran, Steinfirst.

41 **Seminar in Public Libraries** (3). Prerequisite, permission of instructor. Selected topics in public library services, systems, networks and their management. Current issues are emphasized, along with the interests of the participants. Chatman.

342 **Seminar in Academic Libraries** (3). Prerequisite, INLS 131. Study of problems in the organization and administration of college and university libraries with emphasis upon current issues in personnel, finance, governance, and services. Holley, Moran.

349 **Seminar in Rare Book Collections** (3). A study of the nature and importance of rare book collections; problems of acquisition, organization, and service. McNamara.

351 **Administration of Technical Services** (3). Advanced study of the role and organization of technical services. Emphasis on management of acquisitions, serials, and cataloging departments, coordination of technical services, and the impact of automation and networking. Staff.

352 **Seminar in the Organization of Information** (3). Prerequisite, INLS 151. Advanced study in the approaches used to organize information in libraries and information centers. Emphasizes both alphabetical and notational systems of subject indication. Saye.

356 **Systems Implementation** (3). Prerequisites, INLS 162 and (INLS 256 or INLS 257). Development and implementation of an information system by an individual student or team of students. The final phases of the systems development life cycles will be discussed by the class. Staff.

362 **Systems Theory** (3). Prerequisite, INLS 162 or doctoral student status. Applications of general systems theory in various arenas, such as: biological systems, complex organizations, and advanced systems analysis and design techniques and tools. Daniel.

372 **Seminar in Information Retrieval** (3). Prerequisites, INLS 172 and doctoral student status. A seminar on the basic questions that arise in information retrieval research and the methods and theories that enable observation, analysis, and interpretation. Staff.

376 **Seminar in Information** (3). Prerequisite, advanced master's or doctoral standing. Examines the idea of information as used by different disciplines and cultures at different historical periods. Losee.

379 **Research in Information Retrieval** (1-6, repeatable). Prerequisite, INLS 372 and permission of instructor. Supports individual and small group research undertaken by doctoral students in information retrieval intended to produce research results of publishable quality. Staff.

382 **Seminar in Communication** (3). Prerequisite, doctoral student status. A seminar on the basic questions that arise in communication research and the methods and theories that enable observation, analysis, and interpretation. Staff.

389 **Research in Communication** (1-6, repeatable). Prerequisites, INLS 382 and permission of instructor. Supports individual and small group research undertaken by doctoral students in communication intended to produce research results of publishable quality. Staff.

399 **Research in Information and Library Science** (1-6, repeatable). Prerequisites, doctoral status and permission of instructor. Supports individual and small group research undertaken by doctoral students in information and library science intended to produce research results of publishable quality. Staff.

393 **Master's Paper** (0-3). Required of all master's students. Staff.

394 **Doctoral Dissertation** (3 or more). Staff.

400 **General Registration** (0).

The University of North Carolina at Chapel Hill

Officers of Administration

Paul Hardin, J.D
Chancellor

Susan Haughton Ehringhaus, J.D.,
Assistant to the Chancellor
and Senior University Counsel

Douglass Hunt, LL.B.
Special Assistant to the Chancellor

Robert J. Cannon, Ph.D.
Affirmative Action Officer

John Douglas Swofford, M.Ed.
Director of Athletics

Richard L. McCormick, Ph.D.
Vice-Chancellor for Academic Affairs and Provost and
Executive Vice-Chancellor

Wayne R. Jones, B.A.
Vice-Chancellor, Business and Finance

Arch T. Allen, LL.B., J.D.
Vice-Chancellor for Development and University
Relations

Thomas J. Meyer, Ph.D.
Vice-Chancellor for Graduate Studies and Research

Howard Garland Hershey, Jr., D.D.S.
Vice-Chancellor for Health Affairs and Vice-Provost

Donald Arthur Boulton, Ed.D.
Vice-Chancellor and Dean of Students

Harold Gene Wallace, M.Div.
Vice-Chancellor, University Affairs

The School of Information and Library Science Administrative Board

Barbara B. Moran, Ph.D.
Dean

Elfreda A. Chatman, Ph.D.
Associate Professor of Information and Library Science

William H. Graves, Ph.D.
Associate Provost for Information Technology

Chuck Stone, Jr., Ph.D.
Walter Spearman Professor of Journalism and Mass Communication

Diane C. Strauss, M.S. in L.S.
Associate University Librarian for Public Service, Academic Affairs Library

Barbara M. Wildemuth, Ph.D.
Assistant Professor of Information and Library Science

The School of Information and Library Science Administration and Staff

Barbara B. Moran, Ph.D.
Dean

Jerry D. Saye, Ph.D.
Assistant Dean

Scott F. Barker, M.S. in Information Resources Management
Director of Computing Services

Melissa M. Cain, M.S. in L.S.
Director of Development

Mary E. Cameron, M.S. in L.S.
Director of Alumni and Public Relations

Monique A. Cline
Administrative Assistant to the Dean

Geralyne W. Compton
Administrative Manager

Teresa W. Griffin
Student Services Assistant

Betty Kompst
Student Services Manager

Marcia Tauber
Faculty Secretary

Gillian M. Debreczeny, M.S. in L.S.
Librarian of the School of Information and Library Science

Jennifer A. Richards
Library Technical Assistant

Mary Cameron, Scott Barker

Melissa Cain

Administrative Staff: Marcia Tauber, Teresa Griffin, Monique Cline, Betty Kompst, Gerry Compton

Faculty and their Teaching and Research Interests

Elfreda A. Chatman

Associate Professor. B.S., Youngstown State University; M.S.L.S., Case Western Reserve University; C.A.S., Ph.D., University of California at Berkeley. *Public Librarianship, Management of Information Agencies, Ethnographic Studies of Information Use, Information Diffusion.*

Evelyn H. Daniel

Professor. A.B., The University of North Carolina at Wilmington; M.L.S., Ph.D., University of Maryland. *Information Resources Management, Organization Theory, Special Librarianship, School Librarianship.*

Stephanie W. Haas

Assistant Professor. B.S. and M.A., University of Connecticut; Ph.D., University of Pittsburgh. *Natural Language Processing, Information Retrieval, Artificial Intelligence.*

Joe A. Hewitt

Professor and Director of Academic Affairs Libraries and Associate Provost for University Libraries. B.A., M.S. in L.S., The University of North Carolina at Chapel Hill; Ph.D., University of Colorado. *Administration of Technical Services, Academic Librarianship.*

Edward G. Holley

William Rand Kenan, Jr., Professor. B.A., David Lipscomb College; M.A., George Peabody College; Ph.D., University of Illinois. *Academic Librarianship, Management of Information Agencies, History of Libraries and Librarianship, Professional Leadership Issues.*

Mary E. Kingsbury

Professor. B.A., Briarcliff College; M.A.L.S., Rosary College; M.Ed., Oregon State University; Ph.D., University of Oregon; J.D., North Carolina Central University. *Materials and Services for Children, Storytelling.*

Elfreda A. Chatman

Evelyn H. Daniel

Stephanie W. Haas

Edward G. Holley

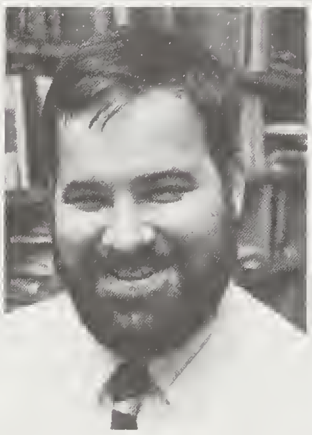
Mary A. Kingsbury

Robert M. Losee

Associate Professor. B.A., M.A. in L.S., University of Wisconsin-Milwaukee; M.A., Ph.D., University of Chicago. *Information Retrieval, Automating Information Systems, Decision Making.*

Barbara B. Moran

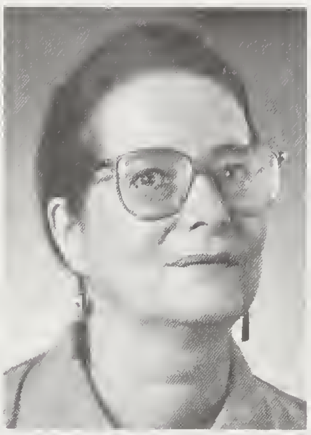
Dean and Professor. A.B., Mount Holyoke College; M.Ln., Emory University; Ph.D., State University of New York at Buffalo. *Academic Librarianship, Management of Information Agencies, Human Resources Management, Popular Materials Research Methods.*



Robert M. Losee

Barbara B. Moran

Jerry D. Saye



Sydney J. Pierce

Jerry D. Saye

Associate Professor and Assistant Dean. B.S., Wisconsin State University-Oshkosh; M.L.S., Ph.D., University of Pittsburgh. *Organization of Materials, Records Management, Cataloging and Classification, Technical Services, Abstracting and Indexing.*

William M. Shaw, Jr.

Professor. A.B., William Jewell College; M.S.L.S., Case Western Reserve University; M.A., Ph.D., University of Missouri. *Library Effectiveness, Scholarly Communication, Information Retrieval, Clustering and Classification.*

Sydney J. Pierce

Associate Professor. B.A., Russell Sage College; M.L.S., State University of New York at Albany; M.A. and Ph.D., University of Rochester; Ph.D. Indiana University. *Collection Development, Information Use and Services, Reference, Social Sciences and Humanities Information Sources.*

Paul Solomon

Assistant Professor. B.S., Pennsylvania State University; M.B.A., University of Washington; M.L.S., Ph.D., University of Maryland. *Information Systems, Decision Making, Methods of User-Based Analysis in Information Systems.*

Susan Steinfirst

Professor. B.A., Sarah Lawrence College; M.L.S., University of Maryland; Ph.D., University of Pittsburgh. *History of Children's Literature, Materials and Services for Children and Young Adults, History of Books and Printing, Folklore.*

Helen R. Tibbo

Assistant Professor. B.A., Bridgewater State College; M.L.S., Indiana University; M.A., and Ph.D., University of Maryland. *Archives and Records Management, Information Services, Collection Management.*

Barbara M. Wildemuth

Assistant Professor. B.M.Ed., North Central College; M.L.S., University of Illinois; M.Ed., Rutgers University; Ph.D., Drexel University. *Adoption/Diffusion of Information Technologies, Computing for Information Use, Behavior of Information. Users in Organizational Settings, Information Systems: Design, Use, and Education.*

William M. Shaw, Jr.

Paul Solomon

Distinguished Research Faculty

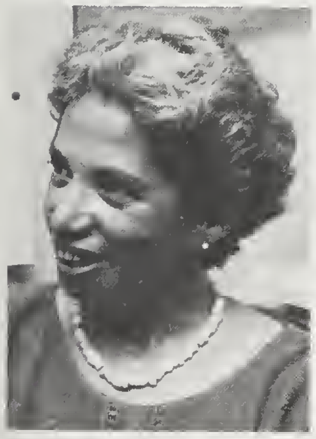
Frederick G. Kilgour

Distinguished Research Professor. A.B., Harvard College; LL.D., Marietta College, College of Wooster; L.H.D., Ohio State University, Denison University, University of Missouri-Kansas City. *Use of Information in Library Materials.*

Adjunct Faculty

Stuart M. Basefsky

Adjunct Lecturer and Documents Reference and Database Librarian, Perkins Library, Duke University. B.A., University of Colorado; M.A.T., Duke University; M.S.L.S., University of North Carolina at Chapel Hill. *Public Documents.*



Susan Steinfirst

Helen R. Tibbo

Laura N. Gasaway

Adjunct Professor, Professor of Law and Law Librarian. B.A., M.L.S., Texas Woman's University; J.D., University of Houston. *Law Librarianship, Copyright Law, First Amendment Issues.*

Charles B. McNamara

Adjunct Assistant Professor and Curator of Rare Books. B.S., Spring Hill College; M.S.L.S., Columbia Universityz; M.A., Ph.D., Fordham University. *Rare Books, Archives and Manuscripts, Special Collections.*

Jan Paris

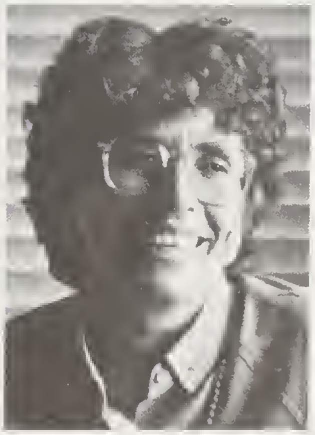
Adjunct Lecturer and Conservator. B.F.A., Philadelphia College of Art; M.S. in L.S., Advanced Certificate in Library and Archives Conservation, Columbia University. *Library and Archives Preservation.*

Ida M. Reed

Adjunct Professor and Music Librarian. B.A., Florida Presbyterian; M.A., M.L.S., University of Pittsburgh. *Music Librarianship.*

Diane C. Strauss

Adjunct Professor and Associate University Librarian for Public Service. B.S., University of Wisconsin-Milwaukee; M.S. in L.S., University of Wisconsin-Madison. *Business Information Sources.*



Barbara M. Wildemuth

Frederick G. Kilgour

Lester Asheim

Emeritus Faculty

Lester E. Asheim, B.A., B.A.L.S., M.A., Ph.D., William Rand Kenan, Jr., Professor of Library Science, Emeritus.

Robert N. Broadus, B.A., B.L.S., Ph.D., Professor, Emeritus.

Raymond L. Carpenter, A.B., M.A., M.S. in L.S., Ph.D., Professor, Emeritus.

Mildred H. Downing, B.A., M.S.L.S., Ph.D., Assistant Professor, Emerita.

Jean Freeman, B.A., A.B.L.A., Lecturer Emerita.

Budd L. Gambee, A.B., A.B.L.S., A.M.L.S., Ph.D., Professor, Emeritus.

Charles Haynes McMullen, A.B., B.S. in L.S., M.S., Ph.D., Professor, Emeritus.

Gertrude London, (Dip. de Professur de Francais a L'Etranger, Docteur de L'Universite de Paris, Academic Post-graduate Dep. in Librarianship), Associate Professor, Emerita.

Mary W. Oliver, A.B., B.S., J.D., Professor of Law and Library Service, Emerita.

Jerrold Orne, B.A., B.S., M.A., Ph.D., Professor, Emeritus.

Visiting Faculty, 1993-94

Martha Adcox, M.L.S.

Rao Aluri, Ph.D.

Kamila Blessing, Ph.D.

Pauletta Bracy, Ph.D.

Mary Ann Brown, Ph.D.

James Gogan, B.A.

Ellen Greever, M.S.L.S.

Tom Kochtanek, Ph.D.

Jim Matarazzo, Ph.D.

Ruth Palmquist, Ph.D.

Mary Reichel, Ph.D.

Cynthia Rhine, M.I.S.

Lauren Sapp, Ph.D.

Martha Smith, Ph.D.

Kathryn Thomas, M.S.L.S.

Marcia Tuttle, M.S.L.S.

Ben Varvaro, M.B.A.

Wayne Wiegand, Ph.D., William Rand Kenan, Jr., Visiting Professor

Tom Wilson, Ph.D.

Wayne Wiegand

Tom Wilson

Financial Information

Tuition and Fees

Rates Effective 1993-1994

An applicant who has been offered admission reserves his or her place by the payment of a $50.00 nonrefundable enrollment deposit that is credited toward tuition.

Tuition and fees are assessed on a semester basis and are due prior to registration. Tuition, fees, and room rent are subject to change without notice. Payments may be made in advance, in person, or by mail. MasterCard, Discover, and Visa credit cards are acceptable. Accounts not paid in full by the due date are subject to cancellation of registration.

Full-time Enrollment

(per academic year — two semesters)

	N.C. Resident	Nonresident
Tuition	$846.00	$7,888.00
Fees*	599.70	599.70
Total	1,445.70	8,487.70

*All new graduate students are required to pay an Orientation Fee of $8.00 and an ID Card fee of $5.00 for their initial semester.

Tuition and Fees by Hours

(per semester)

0 Hours (Thesis Only-No Credit)	$436.60	$ 952.60
0-2.9 Credit Hours (& Thesis)	358.60	1,238.60
3-5.9 Credit Hours (& Thesis)	480.35	2,240.35
6-8.9 Credit Hours (& Thesis)	601.10	3,242.10
9 or more Credit Hours (& Thesis)	722.85	4,243.85

The last day to drop a course for credit on student financial accounts is two weeks from the first day of classes for each semester.

Withdrawals are prorated over a period of nine weeks at a rate of one-tenth of the semester's bill after deduction of a $25.00 administrative charge. The last date for credit on student financial accounts for withdrawal is nine weeks after registration.

Statutory Provisions Offering Lower Tuition Rates

Legal residents of North Carolina who meet the requirements of N.C. Gen. Stat. #116-143.1 are entitled to pay a lower rate of tuition than nonresidents. Certain members of the armed services, and their qualifying dependent relatives, who are not North Carolina legal residents may be allowed to pay tuition at less than the nonresident rate if they meet the requirements of N.C. Gen. Stat. #116-143.3. All students are responsible for being aware of the requirements concerning residence status. A full summary of information on these two provisions is set out in the Appendix.

Tuition Assistance for Virginia Applicants

Virginia residents may qualify for tuition assistance through the Commonwealth of Virginia Council of Higher Education. Applicants must apply for certification as a Virginia resident at the same time they submit their application for admission to the School. This tuition assistance program is available only for those students applying for one of the master's programs.

Request certification for the Virginia Library Science Tuition Assistance program from: Commonwealth of Virginia, Council of Higher

Education, James Monroe Building, 101 North 14th Street, Richmond, Virginia 23219. Tuition assistance amounts will vary dependent upon the number of Virginia students enrolled, but will not exceed the difference between N.C. resident and nonresident rates.

Housing Information

The Department of University Housing serves as an informational agency for campus housing. Information regarding residence hall acccommodations is available by writing to: Department of University Housing, Contracts Office, Carr Building #5500, The University of North Carolina at Chapel Hill, Chapel Hill, North Carolina 27599-5500. Telephone 919-962-5401. Information regarding student family housing is available by writing to Manager, UNC Student Family Housing, Odum Village, Branson Street, Chapel Hill, North Carolina 27514. Telephone (919) 966-5661. Room rent is payable in advance for each semester. Rent for student family apartments requires an initial deposit and is then payable monthly.

Overview of Financial Assistance

Financial support for graduate students is offered in the form of (1) fellowships and assistantships from the School of Information and Library Science; (2) University fellowships and assistantships; (3) GI benefits; (4) grants and other awards sponsored through federal, state, and private agencies; and (5) student loans. A **student receiving financial support from the University or school, whether through a nonservice fellowship or a service appointment, is expected to take a full-time program of study leading toward a degree.** Any student receiving an award must enroll for at least nine (9) credit hours in each fall and spring academic term during the tenure of the award.

In the past five years more than half the school's students have received financial aid from the school or the Graduate School during the course of their study. For most of these awards, applicants compete based on academic merit. Another substantial number of students secured part-time employment in area libraries and information agencies.

A space is provided on the School of Information and Library Science application to apply for financial assistance. Applicants whose materials are received by the School of Information and Library Science by January 31 receive first consideration fo financial aid awards. A small number of awards may be available after that time, but the majority, including all awards through the Graduate School, will be granted to those who apply by January 31, to enter the program in the fall (or summer) semester.

Nonservice Awards

The School of Information and Library Science awards a number of fellowships. The awards are made on the basis of academic record, personal qualifications for work in the field of library and information science, and GRE scores. They normally are awarded for one year only. Awardees are responsible for applicable tuition and fees.

Fellowships for Master's Students

The Susan Grey Akers Fellowship, $3,000; one or two per year.

The Margaret Ellen Kalp Fellowship, $2,500-$3,000; number available varies.

The Evelyn J. Bishop Tuitional Fellowship, one semester tuition and fees paid for a North Carolina resident; one per year.

The Kathleen McNiece Moore Fellowship in Children's Library Services, $2,500; one per year

Beta Phi Mu-Epsilon Chapter Scholarship Award to a rising second year student with strong potential for future nomination to Beta Phi Mu honor society, $500.

Special Fellowship for Library Work with Children and Young Adults, $2,500; one per year.

Fellowships for Doctoral Students

The Margaret Ellen Kalp Fellowship for Doctoral Study is awarded to a student with a superior record, significant professional contributions, and experience in work with children and young people. The award carries a variable stipend for one year.

The Louis Round Wilson Fellowship is available for a student with high professional promise or contributions and a superior record. It carries a stipend of $2,000 for one year.

The Lester Asheim Scholarship is awarded based on scholastic ability, need, and potential for making a positive professional contribution to the advancement of library and information services and research. The scholarship amount will be at least $1,000 for one year.

The Graduate School offers approximately ten named fellowships to entering doctoral students each year. Fellows must be nominated by their school or department. The award is $14,000 per year and payment of tuition and fees, for three years.

Service Awards

Tuition Awards for Master's Students

Carnegie Tuitional Fellowships provide tuition and fees for North Carolina residents enrolled in the master's program. Recipients are required to work five hours per week in the SILS library during each semester and each summer term in which they receive this aid. Two to three are normally awarded per year.

Graduate Assistantships in University Libraries

A number of assistantships are available in the University Libraries. These require fifteen hours of service per week in the first semester of appointment and twenty hours of service per week in succeeding semesters. They carry a monthly stipend of $470 in the first semester and $627 thereafter.

Appointments are normally made for one calendar year with renewal for one year contingent upon performance in the assistantship position and in the School of Information and Library Science. Tuition assistance for recipients who are not N.C. residents may be available. There are a limited number of remissions to the in-state tuition rate; the school will petition the University and notify the student after enrollment, if the remission can be granted.

Merit Assistantship for Doctoral Study

The Graduate School awards a merit assistantship based on nomination from SILS. The stipend is $9,000 for one year, and tuition differential payment for an out-of-state resident. Service responsibilities of ten hours per week will be assigned.

Faculty and Laboratory Assistantships

Occasionally funds are available for assistantships that support members of this faculty in their research and teaching duties and support the services offered by the computing lab. These require 165 hours of service per semester at a stipend of at least $1,500 per semester.

EPA Assistantships

Through a contract with the U.S. Environmental Protection Agency to provide library and information service, a number of assistantships are available in the EPA Library and in the National Institute of Environmental Health Sciences (NIEHS) Library in the Research Triangle Park. Initial appointments are for one year, with the possibility of renewal for an additional six months contingent upon performance in the assistantship and in the School of Information and Library Science. These positions require twenty hours of service per week, for a salary of $9,850.00 per year. Students are eligible to apply for these assistantships after completion of one full-time semester in the SILS program.

Residence Hall Staff Positions

Students who have had experience in residence hall living may apply for resident assistantships (RAs) and positions as assistant resident directors (ARDs) by writing for further information and application forms to the Department of University Housing, Carr Building, CB #5500. An interview will be required, and applications should be returned by January 15.

Achievement Awards

Each year a faculty committee selects students who write the two best master's papers to receive a Dean's Achievement Award, a certificate, and a check for $100. UNC-Chapel Hill's local chapter of Beta Phi Mu, the Epsilon Chapter, gives the Beta Phi Mu Award of $100 to the graduate with the highest grade point average for the preceding year.

Minority Merit Assistantships

Black American and Native American students may be eligible for special financial assistance for one academic year, in the amount of $9,000 for master's students, or $11,000 for doctoral students. These awards are made directly by the Graduate School. The School of Information and Library Science nominates students for consideration by the Graduate School.

Minority Doctoral Fellowships

A stipend of $9,000 for one academic year, for black residents of North Carolina who are selected to participate. Recipients must be full-time students pursuing doctoral degrees at The University of North Carolina at Chapel Hill. These awards are made directly by the Graduate School. The School of Information and Library Science nominates students for consideration by the Graduate School.

Fellowships and Other Awards From Outside Sources

Students interested in awards offered by sources outside the University must apply directly to the granting agency. The school maintains notices that have been received concerning grants and awards, and may have information to send applicants, upon request.

Other Financial Aid

The University's Office of Scholarships and Student Aid services and processes loan and Federal work-study applications to graduate students with documented financial need. Applications for these loans and assistantships should be made by March 1 to the Office of Scholarships and Student Aid, 300 Vance Hall CB2300, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-2300. Telephone 919-962-8396. Further information concerning financial aid administered through the office is included in the graduate catalog.

Other Work Opportunities

Numerous student assistant positions are available in campus and off-campus libraries and information agencies for students in programs of the School of Information and Library Science. Students must apply directly to the individual libraries for these positions.

The University of North Carolina

Sixteen Constituent Institutions

C. D. Spangler, Jr., B.S., M.B.A., D.H.L., LL.D.
President

William F. Little, B.S., M.A., Ph.D.
Senior Vice-President and Vice-President
Academic Affairs

Roy Carroll, B.A., M.A., Ph.D.
Vice-President
Planning

Nathan F. Simms, Jr., B.S., M.S., Ph.D.
Vice-President
Student Services and Special Programs

L. Felix Joyner, A.B.
Vice-President
Finance

Jasper D. Memory, B.S., Ph.D.
Vice-President
Research

Wyndham Robertson, A.B.
Vice-President
Communications

David G. Martin, Jr., B.A., L.L.B.
Vice-President
Public Affairs

Rosalind Fuse-Hall, B.S., J.D.
Secretary of the University

Richard H. Robinson, Jr., A.B., LL.B.
Assistant to the President
for Legal Affairs

The Old Well at UNC

The History of the University

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. The University of North Carolina at Chapel Hill is one of sixteen constituent institutions of the multicampus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of The University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined The University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now The University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now The University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: The University of North Carolina at Charlotte, The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into The University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current sixteen campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The thirty-two voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as nonvoting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a nonvoting member.

Each of the sixteen constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex officio. (The NC School of the Arts has two additional ex officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

Appendix

Residence Status for Tuition Purposes

The following sections summarize important aspects of the esidency law. A complete explanation of the Statute and the procedures under the Statute is contained in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes.* This Manual and other information concerning the application of this law are available for inspection in the Admissions Offices of the University. Copies of the *Manual* are also on reserve at the Robert B. House Undergraduate Library and in the Reserve Reading Room of the Health Sciences Library. All students are responsible for knowledge of the contents of the Statute and the *Manual.*

Every applicant for admission is required to make a statement as to his or her length of residence in North Carolina. A person who qualifies as a resident for tuition purposes under North Carolina law pays a lower rate of tuition than a nonresident. To qualify for in-state tuition, a legal resident must have been domiciled in North Carolina for at least twelve months immediately prior to the beginning of the term for which classification as a resident for tuition purposes is sought. The student must also establish that his or her presence in the State during such twelve-month period was for purposes of maintaining a bona fide domicile rather than for purposes of maintaining a mere temporary residence incident to enrollment in an institution of higher education. "Domicile" means one's permanent home of ndefinite duration, as distinguished from a temporary place of abode; it is synonymous with "legal residence" and is established by being physically present in a place with the concurrent intent to make that place a domicile. To determine an individual's intent, the University evaluates his or her objectively verifiable conduct as an indicator of his or her state of mind.

Procedural Information

General A student admitted to initial enrollment in an nstitution (or permitted to re-enroll following an absence from the nstitutional program which involved a formal withdrawal from enrollment) is classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual matriculation. In the absence of a current and final determination of the student's residence prior to matriculation, the student is lassified a nonresident for tuition purposes. The institution will hereafter reach a final determination of the student's residence tatus. Unless a person supplies enough information to allow the dmissions officer to classify him or her as a resident for tuition purposes, the person will be classified a nonresident for tuition purposes. A residence classification once assigned (and confirmed ursuant to any appellate process invoked) may be changed hereafter (with a corresponding change in billing rates) only at intervals corresponding with the established primary divisions of he academic calendar.

Transfer Students When a student transfers from one North Carolina public institution of higher education to another, he or he is required to be treated as a new student by the institution to hich he or she is transferring and must be assigned an initial residence classification for tuition purposes. The residence classification of a student by one institution is not binding on another institution. The North Carolina institutions of higher education will assist each other by supplying residency information and classification records concerning a student to another classifying institution upon request.

The transfer into or admission to a different component of the same institution (e.g., from an undergraduate to a graduate or professional program) is not construed as a transfer from one institution to another and thus does not by itself require a reclassification inquiry unless (1) the affected student requests a reclassification inquiry or (2) the transfer or enrollment occurs following the lapse of more than one quarter, semester, or term during which the individual was not enrolled as a student.

Responsibility of Students and Prospective Students Any student or prospective student in doubt concerning his or her residence status bears the responsibility for securing a ruling by completing an application for resident status and filing it with the admissions officer. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Office of Admissions of these circumstances in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

Application Process A person may obtain an application for resident status from his or her admissions office. Applicants for admission who claim eligibility for the in-state tuition rate customarily complete a two-page residency application as a part of the admissions application packet. Some applicants for admission will thereafter be required to complete a further, four-page, residency application. Enrolled students seeking a change from nonresident to resident status are required to complete a four-page residency application. All applications for resident status must be filed with the proper admissions office before the end of the term for which resident status for tuition purposes is sought. The last day of the final examination period is considered the last day of the term.

After filing a resident status application, a person may receive a letter from his or her admissions office requesting more information in connection with that application. When a student receives such a request before the end of the term for which classification is sought, he or she must respond to that request no later than three weeks after the end of the term. If the student receives the request for supplemental information after the end of the term in question, he or she must supply the requested information within three weeks after receipt of the request. Failure to supply the requested information within the specified time limit will result in a continuation of the student's nonresident classification unless good cause is shown for such failure.

The admissions office may require an applicant for admission to file a residency application, or respond to a request for more information, more quickly when residence status is a factor in the admissions decision.

The information in this section comes from three sources: (i) North Carolina General Statutes, 116-143.1, (ii) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes,* Revised September 1985, (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.

The pamphlet "Information About Resident Status for Tuition Purposes" contains more details about the residency application process and is available at all admissions offices.

Fraudulent Applications If a student is classified a resident for tuition purposes after submitting falsified residentiary information or after knowingly withholding residentiary information, the student's application for in-state tuition status is fraudulent. The institution may re-examine any application suspected of being fraudulent and, if warranted, will change the student's residence status retroactively to the beginning of the term with respect to which the student originally made the fraudulent application. If this occurs the student must pay the out-of-state tuition differential for all the enrolled terms intervening between the fraudulent application and its discovery. Further, knowing falsification of responses on a resident status application may subject the applicant to disciplinary consequences, including dismissal from the institution.

Burden of Proof and Statutory Prima Facie Evidence A person has the burden of establishing facts which justify his or her classification as a resident for tuition purposes. The balancing of all the evidence must produce a preponderance of evidence supporting the assertion of in-state residence. Under the Statute, proof of resident status is controlled initially by one of two evidentiary beginning points which are stated in terms of prima facie evidence.

a. Even if the person is an adult, if his or her parents (or court-appointed guardian in the case of some minors) are not legal residents of North Carolina, this is prima facie evidence that the person is not a legal resident of North Carolina unless he or she has lived in this state the five consecutive years prior to enrolling or re-registering. To overcome this prima facie showing of nonresidence, a person must produce evidence that he or she is a North Carolina domiciliary despite the parents' nonresident status.

b. Conversely, if the person's parents are domiciliaries of North Carolina under the Statute, this fact constitutes prima facie evidence that the person is a domiciliary of North Carolina. This prima facie showing may also be overcome by other evidence to the contrary. If a person has neither living parents nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

Erroneous Notices Concerning Classification If a student, who has been found to be a nonresident for tuition purposes, receives an erroneous written notice from an institutional officer identifying the student as a resident for tuition purposes, the student is not responsible for paying the out-of-state tuition differential for any enrolled term beginning before the classifying institution notifies the student that the prior notice was erroneous.

Grace Period If a student has been properly classified as a North Carolina resident for tuition purposes and, thereafter, his or her state of legal residence changes while he or she is enrolled in a North Carolina public institution of higher education, the statute provides for a grace period during which the student is allowed to pay tuition at the in-state rate despite the fact that the student is no longer a North Carolina legal resident. This grace period extends for a minimum of twelve months from the date of change in legal residence, and if the twelve-month period ends during a semester or academic term in which the student is enrolled, the grace period extends also to the end of that semester or academic term.

Reacquisition of Resident Tuition Status The prescribed twelve-month period of legal residence may be shortened if the person seeking to be classified as a resident for tuition purposes was formerly classified a North Carolina resident for tuition purposes, abandoned North Carolina domicile, and reestablished North Carolina domicile within twelve months after abandoning it. Interested persons should consult their admissions offices for a detailed explanation of the conditions which must be met to qualify under this section.

Appeals A student appeal of a classification decision made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within fifteen working days after the student receives notice of the classification decision. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that Committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and, on request of the student, he or she is afforded the opportunity to appear and be heard by the Committee. Any student desiring to appeal a decision of the Residence Status Committee must give notice in writing of that fact (within ten days of receipt of the Committee's decision) to the Chairman of the Residence Status Committee, and the Chairman promptly processes the appeal for transmittal to the State Residence Committee.

Tuition Payment It is the responsibility of the student to pay tuition at the rate charged and billed while an appeal is pending. In effect, the student who is classified a nonresident at the time of tuition billing pays the nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he or she pays the resident rate. Any necessary adjustments in the rate paid will be made at the conclusion of the appeal.

If a student withdraws from the University during a fall or spring semester, tuition and fees will be prorated over a period of nine weeks at a rate of one-tenth of the terms bill each week after deduction of an administrative charge. If a student withdraws during a summer session, tuition and fees will be prorated over a period of three weeks at a rate of one-fourth of the term's bill each week after deduction of an administrative charge. If a student drops the only course he or she is taking, this constitutes a withdrawal from the University.

Application of the Law to Specific Situations

Aliens Aliens who are permanent residents of the U.S., or who hold a visa which will permit eventual permanent residence in the U.S., are subject to the same considerations with respect to determination of legal residence as citizens. An alien abiding in the U.S. under a visa conditioned at least in part upon intent not to abandon a foreign domicile (B, F, H, and J visas) cannot be classified a resident. An alien abiding in the U.S. under a visa issued for a purpose which is so restricted as to be fundamentally incompatible with an assertion by the alien of bona fide intent to establish a legal residence (C, D, and M visas) cannot be classified a resident.

Possession of certain other immigration documents may also allow an alien to be considered for in-state tuition status. For more details aliens should consult their admissions offices and the *Manual*. Aliens must file a Residence Status Supplemental Form in addition to the forms normally required of applicants for resident status for tuition purposes.

Married Persons The domicile of a married person, irrespective of sex, is determined by reference to all relevant evidence of domiciliary intent. No person is precluded, solely by reason of marriage to a person domiciled outside of North Carolina, from establishing or maintaining legal residence in North Carolina. No person is deemed, solely by reason of marriag to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina. The fact of marriage and the place of the domicile of his or her spouse are deemed relevant evidence to be considered in ascertaining domiciliary intent.

If a person otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina before the beginning of the term for which resident status is sought, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than twelve months, by reference to the length of the legal residence of the person's spouse, if the spouse has been a legal resident of the State for the requisite twelve-month period.

Military Personnel The domicile of a person employed by the Federal government is not necessarily affected by assignment in or reassignment out of North Carolina. Such a person may establish domicile by the usual requirements of residential act plus intent. No person loses his or her in-state resident status solely by serving in the armed forces outside of the State of North Carolina.

Minors A minor is any person who has not reached the age of eighteen years. Under the common law, a minor child whose parents are not divorced or legally separated is presumed to have the domicile of his or her father. This presumption may be rebutted if a preponderance of the evidence indicates that the mother and father have separate domiciles *and* that, under the circumstances, the child can fairly be said to derive his or her domicile from the mother. If the father is deceased, the domicile of the minor is that of the surviving mother. If the parents are divorced or legally separated, the domicile of the minor is that of the parent having custody by virtue of a court order; or, if no custody has been granted by virtue of court order, the domicile of the minor is that of the parent with whom he or she lives; or, if the minor lives with neither parent, in the absence of a custody award, the domicile of the minor is presumed to remain that of the father. If the minor lives for part of the year with each parent, in the absence of a custody award, the minor's domicile is presumed to remain that of the father. These common law presumptions control even if the minor has lived in North Carolina for five years as set forth above in **Burden of Proof and Statutory Prima Facie Evidence**, subsection a.

In determining residence status for tuition purposes, there are three exceptions to the above provisions:

1. If a minor's parents are divorced, separated, or otherwise living apart and one parent is a legal resident of North Carolina, during the time period when that parent is entitled to claim, and does claim, the minor as a dependent on the North Carolina individual income tax return, the minor is deemed to be a legal resident of North Carolina for tuition purposes, notwithstanding any judicially determined custody award with respect to the minor.

If, immediately prior to his or her eighteenth birthday, a person would have been deemed to be a North Carolina legal resident under this provision but he or she achieves majority before enrolling in a North Carolina institution of higher education, that person will not lose the benefit of this provision if the following conditions are met:

a. Upon achieving majority the person must act, as much as possible, in a manner consistent with bona fide legal residence in North Carolina; and

b. The person must begin enrollment at a North Carolina institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at the institution.

2. If, immediately prior to beginning an enrolled term, the minor has lived in North Carolina for five or more consecutive years in the home of an adult relative (other than a parent) who is a legal resident of North Carolina, and if the adult relative, during those years, has functioned as a de facto guardian of the minor, then the minor is considered a legal resident of North Carolina for tuition purposes. If a minor qualified for resident status for tuition purposes under this provision immediately prior to his or her eighteenth birthday, then, upon becoming eighteen, he or she will be deemed to be a legal resident of North Carolina of at least twelve months' duration.

3. Even though a person is a minor, under certain circumstances the person may be treated by the law as being sufficiently independent from his or her parents as to enjoy a species of adulthood for legal purposes. If the minor marries or obtains a judicial decree of emancipation under N.C. Gen. Stat. § 7A-717, *et seq.*, he or she is emancipated. The consequence, for present purposes, of such emancipation is that the affected person is presumed to be capable of establishing a domicile independent of that of the parents; it remains for that person to demonstrate that a separate domicile has, in fact, been established.

Prisoners There are special provisions concerning domicile of prisoners. For more information, persons to whom these provisions may apply should consult the *Manual.*

Property and Taxes Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.

Students or prospective students who believe that they are entitled to be classified residents for tuition purposes should be aware that the processing of requests and appeals can take a considerable amount of time. A Student is more likely to obtain a final decision on an application before tuition payment is due if he or she files the application several months in advance.

Military Tuition Benefit[1]

Certain members of the Armed Services, and their dependent relatives, who are not residents for tuition purposes may become eligible to be charged less than the out-of-state tuition rate under N.C. Gen. Stat. § 116-143.3, the military tuition benefit provision. Any person seeking the military tuition benefit must qualify for admission to UNC-Chapel Hill and must file an application for the benefit with his or her admissions office before the first day of classes of the term for which he or she initially seeks the benefit. To remain eligible to receive the military tuition benefit, he or she must file another application for the benefit before the first day of classes of the first term in which he or she is enrolled in each academic year. The burden of proving eligibility for the military tuition benefit lies with the applicant for the benefit, and the application and all required supporting affidavits must be complete and in proper order before the first day of classes of the term in question. Because of the time involved in securing the necessary affidavits from the appropriate military authorities, prospective applicants for the military tuition benefit are urged to secure application forms from their admissions offices and begin the application process several weeks before the first day of classes of the term for which they seek the benefit.

Eligibility of Members of the Armed Services Eligible members of the Armed Services pay a rate of tuition computed by applying a statutory formula which is dependent, in part, on the amount of money payable by their Service employer to them or to the institution by reason of their enrollment. Application of the statutory formula yields the following results: if the service member's education is being fully funded by the Service employer, the amount of tuition owed is equal to out-of-state tuition; if the member's education is not being funded by his or her Service employer, he or

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[1] The information in this section comes from three sources: (i) North Carolina General Statutes, 116-143.3, (ii) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*, Revised September 1985, (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes and Determination of Eligibility for the Special Military Tuition Benefit.

she pays an amount equal to in-state tuition; and if the Service employer is providing partial educational funding, the amount of tuition owed depends on the amount of funding contributed by the Service employer.

To be eligible for this military tuition benefit, the individual must

a. be a member of the United States Air Force, Army, Coast Guard, Marine Corps, Navy, North Carolina National Guard, or a reserve component of one of these services; and

b. be abiding in North Carolina incident to active military duty which is performed at or from a duty station in North Carolina.

Eligibility of Dependent Relatives of Service Members If the service member meets the conditions set forth above, his or her dependent relatives may be eligible to pay the in-state tuition rate if they share the service member's North Carolina abode; if they have complied with the requirements of the Selective Service System, if applicable; and if they qualify as military dependents of the service member.

If the service member voluntarily ceases to live in North Carolina or is involuntarily absent from the state on military orders (other than absences on routine maneuvers and temporary assignments), he or she is deemed to have moved his or her abode from North Carolina. If a dependent relative of a service member has become eligible for the military tuition benefit and, after the beginning of the term of eligibility, the service member moves his or her abode from North Carolina, the dependent relative will continue to be eligible for the military tuition benefit only for the remainder of that academic year. An academic year runs from the first day of classes of the fall semester through the last day of exams of the following summer session, second term.

For a detailed explanation of the military tuition benefit provision (including an explanation of the formula used to compute the tuition rate for service members), a complete list of categories of persons who are considered "dependent relatives" for purposes of establishing eligibility for the military tuition benefit, and information about the registration requirements of the Selective Service System, applicants should consult *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes* (as amended September 1985). This Manual is available for inspection in the Admissions Offices of the University. Copies of the *Manual* are also on reserve at the Robert B. House Undergraduate Library, and in the Reserve Reading Room of the Health Sciences Library.

Appeals of Eligibility Determinations of Admissions Officers A student appeal of an eligibility determination made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within fifteen working days after the student receives notice of the eligibility determination. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that Committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and, on request of the student, he or she is afforded an opportunity to appear and be heard by the Committee.

Any student desiring to appeal a determination of the Residence Status Committee must give notice in writing of that fact to the Chairman of the Residence Status Committee within ten days of receipt of the Committee's decision. The Chairman will promptly process the appeal for transmittal to the State Residence Committee.

Family Educational Rights and Privacy Act

As a general rule, under the federal Family Educational Rights and Privacy Act (FERPA), personally identifiable information may not be released from a student's education records without his or her prior written consent. Exceptions to this rule are set out in the FERPA regulations and the FERPA policy of The University of North Carolina at Chapel Hill.

UNC-Chapel Hill will disclose personally identifiable information from the education records of a student, without the student's prior written consent, to officials of another school or school system in which the student seeks or intends to enroll. UNC-Chapel Hill will also disclose personally identifiable information from an enrolled student's education records, without the student's prior written consent, to officials of another school o school system in which the student is contemporaneously enrolled Time, building, and room number information from a student's class schedule will be disclosed to the University Police to assist them in serving the student with a warrant or subpoena.

UNC-Chapel Hill makes public certain information that has been designated as "directory information": the student's name, address, telephone listing, date and place of birth, major field of study, class, enrollment status (full-time, half-time, or part-time), anticipated graduation date, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Examples of ways in which some of this information is made public include: names of students who receive honors and awards, who make the Dean's List, who hold offices, or who are members of athletic teams. The annual commencement program publishes the names of degree recipients. The University also publishes the *Campus Directory* annually, and some professional anc graduate student groups publish directories of students in their departments or schools.

Students who do not wish to have any or all "directory information" made public without their prior consent, must send the Office of the University Registrar (CB# 2100, 105 Hanes Hall, The University of North Carolina at Chapel Hill) a signed and dated notice specifying items that are not to be published. To ensure that a listing for the student will not appear in the *Campus Directory*, this notice must be received by the Office of the University Registrar by the end of the registration period for the semester or session of first enrollment or, after an absence, of reenrollment. Such a notice will be honored until the student graduates, ceases to attend, or withdraws from the University unless the student notifies the Office of the University Registrar t the contrary in writing.

Students also have the right to inspect their "education records"as defined in the FERPA regulations. They may not inspect financial records and statements of their parents; confidential letters of recommendation placed in their education records before January 1, 1975 (with some exceptions); or confidential letters of recommendation placed in their education records after January 1, 1975, if they have waived their rights to inspect and review such letters.

A student who believes that information in his or her education records is inaccurate or misleading or violates his or he privacy or other rights may request that the institution amend the records, and, if the request is denied, he or she has the right to a hearing. If, after the hearing, the institution decides that the information is not inaccurate, misleading, or violative of privacy or other rights, the student has a right to place a statement in those records commenting on the information in question or giving the student's reasons for disagreeing with the institutional decision. The student may also place such a statement in his or her records in lieu of requesting a hearing if the student and the institution agree that an explanatory statement alone is the appropriate remedy. Complaints alleging violations of FERPA rights may also be filed with the U.S. Department of Education.

Questions about FERPA should be addressed to the Legal Adviser to the Special Assistant to the Chancellor (CB# 9150, 01 South Building). The text of FERPA and its regulations and the University's FERPA policy are also available for inspection in 01 South Building.

Firearms and Other Weapons

The possession of any gun, rifle, pistol, dynamite cartridge, bomb, grenade, mine, explosive, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, or any other weapons of like kind upon any University campus or in any University owned or operated facility is unlawful and contrary to University policy. Violation of this prohibition is a misdemeanor punishable by a fine not to exceed $500 and/or six months' imprisonment, and may constitute a violation of the Campus Code.

Immunization Requirement

Effective July 1, 1986, North Carolina State law requires that no person shall attend a college or university in North Carolina unless a certificate of immunization indicating that the person has received the immunizations required by the law is presented to the college or university on or before the first day of matriculation. Students enrolled at UNC-Chapel Hill on July 1, 1986 are exempt from this requirement.

If the UNC-Chapel Hill Medical History Form containing the certificate of immunization is not in the possession of the UNC-Chapel Hill Student Health Service ten (10) days prior to the registration date, the University shall present a notice of deficiency to the person. The person shall have 30 calendar days from the first day of attendance to obtain the required immunizations. Those persons who have not complied with the immunization requirements by the end of 30 calendar days will be administratively withdrawn from the University.

Master's/Doctoral Dissertation

Receipt of an approved master's thesis or doctoral dissertation in the Graduate School is tantamount to publication, and the thesis or dissertation will be available to the public in the University library and available for inter-library loan. Honors theses are also made available to the public through the University Library. Other student papers may be put in campus libraries or otherwise made public in accordance with individual course or program requirements.

The University of North Carolina at Chapel Hill Policy on Illegal Drugs

I. Introduction

The Board of Trustees of The University of North Carolina at Chapel Hill, in conformity with the direction of the Board of Governors of The University of North Carolina, hereby adopts this Policy on Illegal Drugs, effective August 24, 1988. It is applicable to all students, faculty members, administrators, and other employees.

II. Education, Counseling, and Rehabilitation

A. The University of North Carolina at Chapel Hill has established and maintains a program of education designed to help all members of the university community avoid involvement with illegal drugs. This educational program emphasizes these subjects:

1. The incompatibility of the use or sale of illegal drugs with the goals of the university;
2. The legal consequences of involvement with illegal drugs;
3. The medical implications of the use of illegal drugs; and
4. The ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities.

B. The University of North Carolina at Chapel Hill provides information about drug counseling and rehabilitation services available to members of the university community through campus-based programs and through community-based organizations. Persons who voluntarily avail themselves of university services are hereby assured that applicable professional standards of confidentiality will be observed.

III. Enforcement and Penalties

A. The University of North Carolina at Chapel Hill shall take all actions necessary, consistent with State and Federal law and applicable university policy, to eliminate illegal drugs from the university community. The University's Policy on Illegal Drugs is publicized in catalogs and other materials prepared for all enrolled and prospective students and in materials distributed to faculty members, administrators, and other employees.

B. Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances" in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the university community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the university. It is not "double jeopardy"for both the civil authorities and the university to proceed against and punish a person for the same specified conduct. *The university will initiate its own disciplinary proceeding against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the university.*

C. Penalties will be imposed by the university in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 3 of the Trustee Policies and Regulations Governing Academic Tenure in The University of

North Carolina at Chapel Hill, by Section III.D of the Employment Policies for EPA Nonfaculty Employees of The University of North Carolina at Chapel Hill, by regulations of the State Personnel Commission, and the Disciplinary Procedure of the Staff Personnel Administration Guides (SPAG 37), by the Instrument of Student Judicial Governance, and by all other applicable provisions of the policies and procedures of The University of North Carolina at Chapel Hill.

D. The penalties to be imposed by the university may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. However, the following minimum penalties shall be imposed for the particular offenses described.

1. Trafficking in Illegal Drugs

a. For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualine), any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

b. For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, anabolic steroids, pentobarbital, codeine), the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Because the minimum penalty specified in this Section and required by the Board of Governors exceeds the maximum period of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject to the State Personnel Act is discharge.) For a second offense, any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

2. Illegal Possession of Drugs

a. For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Because the minimum penalty specified in this Section and required by the Board of Governors exceeds the maximum period of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject to the State Personnel Act is discharge.)

b. For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation. (If this balance for an employee subject to the State Personnel Act exceeds three days, that employee shall be discharged.)

c. For a second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, administrators, or other employees.

E. Suspension Pending Final Disposition

When a student, faculty member, administrator, or other employee has been charged by the university with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor, or in the Chancellor's absence, the Chancellor's designee concludes that the person's continued presence within the university community would constitute a clear and immediate danger to the health or welfare of other members o the university community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

IV. Implementation and Reporting

Annually, the Chancellor shall submit to the Board of Trustee a report on campus activities related to illegal drugs for the preceding year. The reports shall include, as a minimum, the following:

(1) a listing of the major education activities conducted during the year;

(2) a report on any illegal drug-related incidents, including any sanctions imposed;

(3) an assessment by the Chancellor of the effectiveness of the campus program and;

(4) any proposed changes in the Policy on Illegal Drugs.

A copy of the report shall be provided to the President, who shall confer with the Chancellor about the effectiveness of campus programs.

University Calendar 1994-1995

Fall Semester, 1994

August 11, Thursday	Telephonic registration (TR II) for fall semester begins.
August 24, Wednesday	Classes begin.
August 30, Tuesday	Last day to add a course and end of late registration.
September 5, Monday	HOLIDAY
September 6, Tuesday	Last day to reduce course load for credit on a student's financial account.
October 12, Wednesday	University Day
October 19, Wednesday	Fall recess begins 5:00 PM
October 24, Monday	Classes resume 8:00 AM
October 25, Tuesday	Last day to withdraw for credit on student's financial account.
November 23, Wednesday	Thanksgiving recess begins 1:00 PM
November 28, Monday	Classes resume 8:00 AM
November 28, Monday	Last day for graduate students to drop a course.
December 7, Wednesday	Fall semester classes end.
December 9, Friday	Final signed copies of doctoral dissertations and master's theses for candidates for the December graduation must be filed in the Graduate School by this date.
December 8-9, Thursday-Friday	Reading days
December 10-17, Saturday-Saturday	Final course examinations
December 18, Sunday	Commencement

Spring Semester, 1995

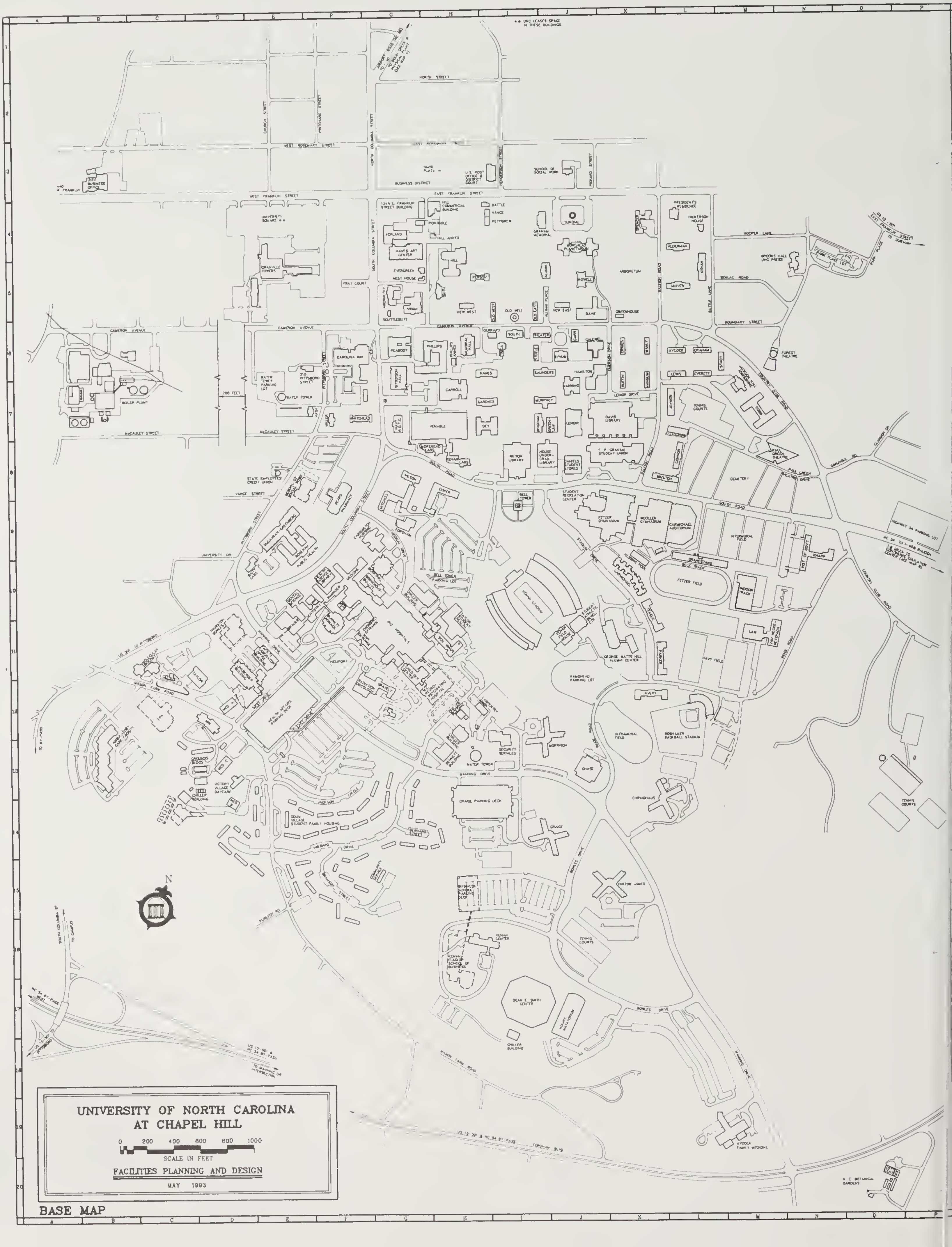
December 19, 1994, Monday	Telephonic registration (TR II) begins.
January 9, Monday	Classes begin.
January 13, Friday	Last day for late registration
January 16, Monday	HOLIDAY
January 20, Friday	Last day to reduce course load for credit on student's financial account (Dropping only course requires official withdrawal.)
January 20, Friday	Last day for submitting an application for a degree and an application for admission to candidacy for the master's degree and last day for submitting an application for doctoral degree for May Commencement
March 3, Friday	Spring recess begins at 5 P.M.
March 10, Friday	Last day to withdraw for credit on student's financial account
March 13, Monday	Classes resume at 8 A.M.
March 18, Saturday	Written examinations for master's candidates for May Commencement may not be taken after this date.
March 18, Saturday	Telephonic Registration for First Summer Session begins.
April 11, Tuesday	Last day to drop a course
April 14, Friday	HOLIDAY
April 26, Wednesday	Final signed copies of all doctoral dissertations and master's theses for candidates for May Commencement must be filed in the Graduate School by this date.
April 26, Wednesday	Last class day
April 27-28, Thursday-Friday	Reading days
April 29-May 6, Saturday-Saturday	Final course examinations
May 14, Sunday	Commencement

First Summer Session, 1995

May 15, Monday	Telephonic registration (TRII) for first summer session begins.
May 18, Thursday	Classes begin.
May 24, Wednesday	Last day to reduce course load for credit on a student's financial account.
May 29, Monday	HOLIDAY
June 7, Wednesday	Last day to withdraw for credit on student's financial account.
June 9, Friday	Last day for submitting an application for a degree and an application for admission to candidacy for the Master's degree and last day for submitting an application for Doctoral degrees for August graduation.
June 14, Wednesday	Last day for graduate students to drop a course.
June 20, Tuesday	Classes end.
June 21, Wednesday	Reading day
June 22-23, Thursday and Friday	Final course examinations

Second Summer Session, 1995

June 24, Thursday	Telephonic registration (TRII) for second summer session begins.
June 27, Tuesday	Classes begin.
June 28, Wednesday	Last day for late registration.
uly 3, Monday	HOLIDAY
uly 17, Monday	Last day to withdraw for credit on student's financial account.
uly 21, Friday	Final signed copies of doctoral dissertations and master's theses for candidates for the August graduation must be filed in the Graduate School.
uly 24, Monday	Last day for graduate students to drop a course.
uly 28, Friday	Classes end.
uly 29, Saturday	Reading day
uly 31- August 1, Monday and Tuesday	Final course examinations


UNIVERSITY OF NORTH CAROLINA
AT CHAPEL HILL
0 200 400 600 800 1000
SCALE IN FEET
FACILITIES PLANNING AND DESIGN
MAY 1993
BASE MAP
N
UNC LEASES SPACE IN THESE BUILDINGS
NORTH STREET
WEST ROSEMARY STREET
EAST ROSEMARY STREET
WEST FRANKLIN STREET
EAST FRANKLIN STREET
CHURCH STREET
PRITCHARD STREET
NORTH COLUMBIA STREET
SOUTH COLUMBIA STREET
HENDERSON STREET
PICKARD STREET
UNIV. BUSINESS OFFICE
NCNB PLAZA
BUSINESS DISTRICT
U.S. POST OFFICE & DISTRICT COURT
SCHOOL OF SOCIAL WORK
UNIVERSITY SQUARE
GRANVILLE TOWERS
FRAT COURT
HILL COMMERCIAL BUILDING
ACKLAND
HANES ART CENTER
EVERGREEN
WEST HOUSE
HILL
HILL ANNEX
PERSON
BATTLE
VANCE
PETTIGREW
GRAHAM MEMORIAL
SUNDIAL
MOREHEAD PLANETARIUM
PRESIDENT'S RESIDENCE
HICKERSON HOUSE
ALDERMAN
KENAN
MCIVER
ARBORETUM
HOWELL
ALUMNI
NEW WEST
OLD WEST
OLD WELL
OLD EAST
NEW EAST
DAVIE
GREENHOUSE
SWAIN
ABERNETHY
SMITH
BATTLE LANE
RALEIGH ROAD
HOOPER LANE
BROOKS HALL UNC PRESS
PARK PLACE LOT
SENLAC ROAD
BOUNDARY STREET
CAMERON AVENUE
GERRARD
SOUTH
PEABODY
PHILLIPS
MEMORIAL HALL
THEATER
CALDWELL
COKER
MANLY
AYCOCK
GRAHAM
LEWIS
EVERETT
STACY
FOREST THEATRE
CAROLINA INN
WATER TOWER PARKING LOT
WATER TOWER
BOILER PLANT
MCCAULEY STREET
PITTSBORO STREET
HANES
CARROLL
SAUNDERS
HAMILTON
MURPHEY
GARDNER
VENABLE
BINGHAM
DEY
LENOIR
DAVIS LIBRARY
LENOIR DRIVE
WILSON LIBRARY
HOUSE UNDERGRAD LIBRARY
STUDENT STORES
F. P. GRAHAM STUDENT UNION
KENAN LABS
SOUTH ROAD
BELL TOWER
STUDENT RECREATION CENTER
FETZER GYMNASIUM
WOOLLEN GYMNASIUM
CARMICHAEL AUDITORIUM
INTRAMURAL FIELD
CEMETERY
PAUL GREEN THEATRE
PAUL GREEN THEATRE DRIVE
CONNOR
WINSTON
ALEXANDER
JOYNER
TENNIS COURTS
COUNTRY CLUB ROAD
HIGHWAY 54 PARKING LOT
KENAN STADIUM
FETZER FIELD
INDOOR TRACK
GEORGE WATTS HILL ALUMNI CENTER
RAMSHEAD PARKING LOT
NAVY FIELD
AVERY
BOSHAMER BASEBALL STADIUM
INTRAMURAL FIELD
MORRISON
CHASE
EHRINGHAUS
CRAIGE
CRAIGE PARKING DECK
HINTON JAMES
MANNING DRIVE
BOWLES DRIVE
SECURITY SERVICES
HEALTH AFFAIRS PARKING DECK
HELIPORT
UNC HOSPITALS
BELL TOWER PARKING LOT
ODUM VILLAGE STUDENT FAMILY HOUSING
VICTORY VILLAGE DAYCARE
CHILLER BUILDING
GROUNDS BLDGS.
MASON FARM ROAD
US 15-501 TO PITTSBORO
STATE EMPLOYEES CREDIT UNION
VANCE STREET
UNIVERSITY DR.
BUSINESS SCHOOL PARKING DECK
KENAN CENTER
KENAN-FLAGLER SCHOOL OF BUSINESS
DEAN E. SMITH CENTER
KOURY NATATORIUM
CHILLER BUILDING
AYCOCK FAMILY MEDICINE
N. C. BOTANICAL GARDENS
US 15-501 & NC 54 BY-PASS
FORDHAM BLVD.
HEALTH AFFAIRS LOT
LAW

ndex of Campus uildings

entral campus only)

cademic Affairs and dmiuistrative Buildiugs

AME	MAP REF.
ɔernethy (Instructional Technologies, Social Work, City and Regional Planning, Inst. Arts and Humanities)	G-5
ɔernethy Annex	G-5
ckland Art Museum	G-4
rport Road, 720 (Bolin Creek)	U-27
rport Road, 725 (Human Resources)	U-26
rport Road, 730 (Bolin Creek)	U-26
umni Center, George Watts Hill (Alumni Office)	J-11
umni Hall (Anthropology)	J-5
boretum, Coker	K-5
t Studio Building, Airport Road	U-24
ttle Hall (Human Resources, Social Work)	I-4
ll Tower, Morehead-Patterson	I-9
nnett Building (Printing Services)	H-13
ngham Hall (Communication Studies)	I-7
shamer Baseball Stadium	L-12
wman Gray Swimming Pool (in Woollen Gym)	K-9
ooks Hall (UNC Press)	N-5
num Hall (Cashier, Graduate School, search Services)	J-6
ldwell Hall (Philosophy, Int. Programs, I.R.S.S.)	J-6
rmichael Auditorium	L-9
rolina Inn	F-6
rr Building (Institutional Research, Systems and Procedures, Housing Offices)	J-6
rroll Hall (Kenan Flagler Business chool)	H-7
ase Hall (AFROTC, Auxiliary ervices)	J-13
iller Building (East Side)	I-18
generation Facility (Power Plant)	B-6
ker Hall (Biology)	H-8
niels Building (Student Stores)	J-8
vie Hall (Psychology)	J-5
vis Library, Walter B. (Graduate)	K-7
y Hall (Modern Foreign Language)	H-7
ctric Distribution Operations Center	T-23
ergreen House (Leisure Studies and ecreation Administration)	G-5
zer Field	L-10
zer Gymnasium, Robert A. Physical Educ.)	K-9
dam Hall, Christopher C. III Biology)	G-9
est Theatre	N-6
nklin Street, 134 1/2 East (Highway afety Research)	G-4
nklin Street, 440 West	B-3
dner Hall (Economics)	H-7
rard Hall	I-6
ham Memorial (Dramatic Art)	J-4
ham Student Union, Frank Porter	K-8
enhouse	K-5
enlaw (English)	J-7
nilton Hall (History, Political Science, ciology, Mail Center)	J-7
ies Art Classroom Building	G-4
ies Hall(Registrar,Placement, icrocomputing Support)	H-6
kerson House (Urban and Regional udies)	L-4
Hall (Music)	H-5
Hall Annex (Music)	H-4
ell Hall (Journalism and Mass ommunication)	J-5
Indoor Track	M-10
Institute of Government (Knapp Building)	N-9
Jackson Hall (Undergraduate Admissions)	M-7
Kenan Center	H-16
Kenan Field House	J-11
Kenan Laboratories (Chemistry)	H-8
Kenan Stadium	I-10
Kessing Swimming Pool	K-10
Knapp Building (Knapp Building)	N-9
Koury Natatorium	I-17
Lenoir Hall (Auxiliary Services)	J-7
Mail Center (in Hamilton Hall)	J-7
Manning Hall (Information and Library Science, IRSS)	J-7
Memorial Hall	H-6
Mitchell Hall (Geology)	G-9
Morehead Chemistry Teaching Labs	H-8
Morehead Planetarium (Visitors' Center)	J-4
Murphey Hall (Classics)	J-7
Nash Hall (University Counseling Center)	E-7
Naval ROTC Armory (Naval Science)	G-7
New East Hall (City and Regional Planning)	J-5
New West Hall (Mathematics, Statistics, Arts and Sciences)	H-5
Old Well	I-5
Paul Green Theatre	N-8
Peabody Hall (School of Education)	G-6
Person Hall (Music)	H-5
Pettigrew Hall (Student Aid, Summer School, Affirmative Action)	I-4
Phillips Hall (Mathematics, Physics and Astronomy, Statistics)	H-6
Phillips Hall Annex (Arts and Sciences)	H-6
Physical Plant (Horney Building	V-24
Playmakers Theater (Dramatic Art)	I-6
Porthole Building (Development, Highway Safety Research)	G-4
Saunders Hall (Geography, Religious Studies)	J-6
Scuttlebutt (Snack Bar)	G-5
Security Services Building (Public Safety, Parking and Transportation)	I-13
Sitterson Hall, Joseph Carlyle (Computer Science)	G-6
Smith Center, Dean E. (Athletic Department)	I-17
Smith Building (Operations Research, WUNC-FM, Statistics)	H-5
South Building (Chancellor, Provost, Business and Finance)	I-6
Steele Building (Student Affairs, Arts and Sciences, General College)	I-6
Student Athlete Development Center	J-11
Student Health Services Building,Taylor	H-11
Student Recreation Center	J-9
Swain Hall (Radio, Television and Motion Pictures, WUNC-FM)	G-5
Taylor Student Health Services	H-11
Totten Garden Center	O-20
UNC Press Warehouse (925 Branch St.)	T-24
Vance Hall (Student Aid, Human Resources)	I-4
Van Hecke-Wettach Hall (School of Law)	M-11
Venable Hall (Chemistry, Marine Sciences, Electronic Service Center)	H-7
West House (Institute for Arts and Humanities)	G-5
Wilson Hall (Biology)	G-8
Woollen Gymnasium (Physical Education)	K-9
Y Building	I-6

RESIDENCE HALLS

Alderman	L-4
Alexander	L-7
Avery	K-12
Aycock	L-6
Carmichael	K-10
Carr (Housing Administration)	J-6
Cobb	M-7
Community Service Center (Student Family Administration)	G-15
Connor	L-8
Craige	J-14
Ehringhaus	L-14
Everett	L-6
Graham	L-6
Grimes	K-6
Hinton James	K-15
Joyner	L-7
Kenan	L-5
Lewis	L-6
McIver	L-5
Mangum	K-7
Manly	K-6
Morrison	J-13
Odum Village (Family Student Housing)	E-14
Old East	I-5
Old West	I-5
Parker	K-11
Ruffin	K-7
Spencer	K-4
Stacy	M-6
Teague	K-10
Whitehead	F-7
Winston	L-8

HEALTH AFFAIRS

Ambulatory Care Center	B-13
Aycock Family Practice Center	M-19
Baity Environmental Research Lab, H.D. (Public Health)	E-10
Beard Hall (Pharmacy)	F-9
Berryhill Hall (Basic Sciences Laboratory)	G-10
Biological Sciences Research Center (Child Development Center)	G-11
Brauer Hall (Dentistry)	E-11
Brinkhous-Bullitt Building (Preclinical Education)	F-10
Burnett-Womack (Clinical Sciences)	F-11
Carpentry Shop	H-12
Carrington Hall (Nursing)	F-9
Celsus Sandwich Shop	D-11
ChillerBuildings	
South Side	C-14
NCMH	H-12
North Side	G-10
Craige Parking Deck	H-14
Dental Sciences Research (Dentistry)	E-10
Environment Protection Society (EPA)	C-12
Faculty Laboratory Office Building	E-11
Gravely Building	G-12
Health Affairs Parking Deck	E-12
Health Sciences Library	F-10
Hospitals, UNC	F-10
Lineberger Cancer Research Building	D-11
MacNider Hall (School of Medicine)	F-10
McGavran-Greenberg Building (Public Health)	E-9
Medical Research Wing	F-10
Medical Research Building A	D-12
Medical Research Building B	D-14
Medical Research Building C	D-13
Medical School Wing B	H-11
Medical School Wing C	H-11
Medical School Wing D	H-11
Medical School Wing E & F	H-11
Miller Hall (Health Affairs Offices)	F-7
Molecular Biology Research Labs	C-11
MRI Facility (Magnetic Resonance Imaging)	D-12
N.C. Clinical Cancer Center	G-12
Old Dental School (Dentistry)	E-11
Psychiatric Wing	G-11
Rosenau Hall (School of Public Health)	E-9
Taylor Hall (Swing Building)	C-11
Thurston Bowles	D-11

School of Information and Library Science
The University of North Carolina at Chapel Hill
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Chapel Hill, NC 27599-3360

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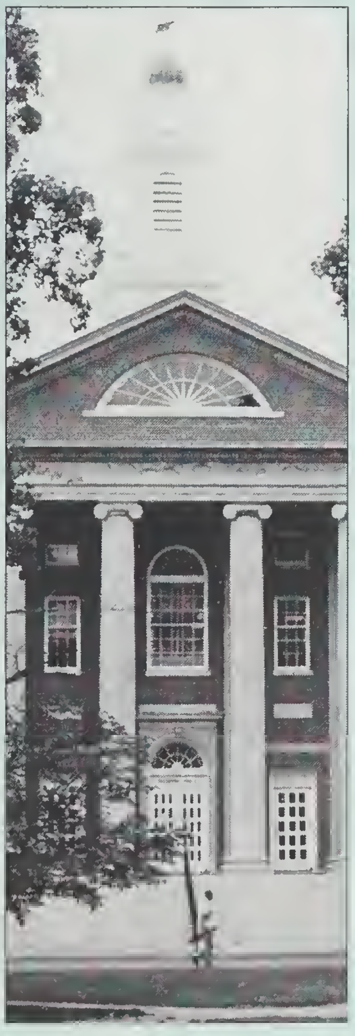
at Chapel Hill

School of Information and Library Science



Mailing Address:

School of Information and Library Science
100 Manning Hall, CB# 3360
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3360
(919) 962-8366

Statement on Equal Educational Opportunity

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. Any complaints alleging failure of this institution to follow this policy should be brought to the attention of the Assistant to the Chancellor. Moreover, The University of North Carolina is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of African-American, Native American, and other minority students.

Policy on Nondiscrimination

It is the policy of The University of North Carolina at Chapel Hill that educational and employment decisions should be based on individuals' abilities and qualifications and should not be based on irrelevant factors or personal characteristics that have no connection with academic abilities or job performance. Among the traditional factors which are generally "irrelevant" are race, sex, religion, and national origin. It is the policy of The University of North Carolina at Chapel Hill that an individual's sexual orientation be treated in the same manner. This policy prohibiting discrimination on the basis of sexual orientation does not apply to the University's relationship with outside organizations, including the federal government, the military, ROTC, and private employers.

Although the publisher of this bulletin has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical, or printing errors or error occasioned by mistakes. The publisher has attempted to present information which, at the time of preparation for printing, most accurately describes the course offerings, faculty listings, policies, procedures, regulations, and requirements of the University. However, it does not establish contractual relationships. The University reserves the right to alter or change any statement contained herein without prior notice.

The Graduate School Office:

The Graduate School
200 Bynum Hall, CB# 4010
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-4010
(919) 966-2611

Student Loans and Federal Assistance:

(not administered through SILS)
Office of Scholarships and Student Aid
300 Vance Hall, CB# 2300
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-2300
(919) 962-8396

Student Health Services:

Student Health Services Bldg., CB# 7470
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7470
(919) 966-2281

On-Campus Housing:

Department of University Housing
Contracts Office, Carr Bldg., CB# 5500
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-5500
(919) 962-5101

Payment of Tuition and Fees:

Cashier's Office
Bynum Hall, CB# 1400
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-1400
(919) 962-1368

International Students Advisory

International Center
Carolina Union, CB# 5240
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-5240
(919) 962-5661

Continuing Studies:

The Friday Center, CB# 1020
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-1020
(919) 962-1134

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1995 RECORD

The University

of North Carolina

at Chapel Hill

School of Information and Library Science

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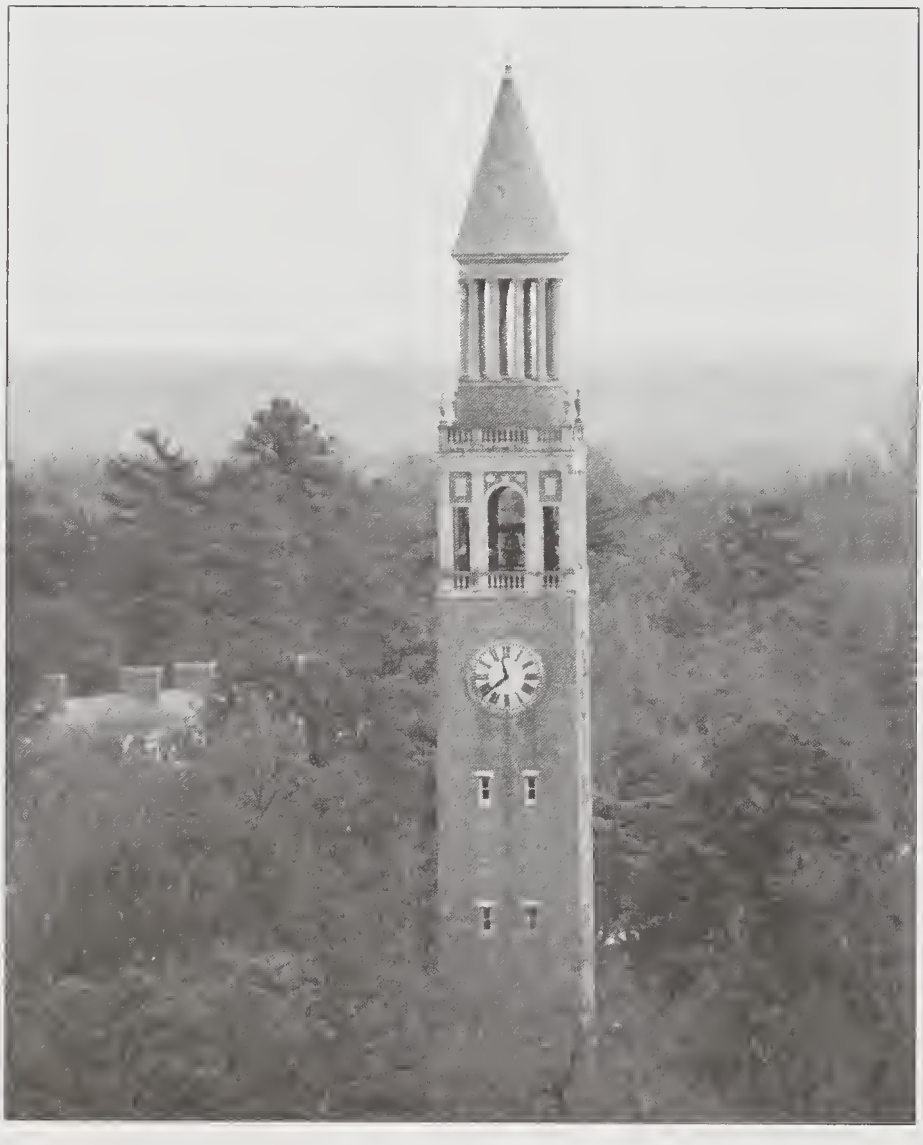
Mission Statement

The University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill has been built by the people of the state and has existed for two centuries as the nation's first state university. Through its excellent undergraduate programs it has provided higher education to ten generations of students, many of whom have become leaders of the state and the nation. Since the nineteenth century it has offered distinguished graduate and professional programs.

The University is a research university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work whose teaching is transformed by discovery and whose service is informed by current knowledge.



UNC Bell Tower.

The mission of the University is to serve all the people of the state, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to expand the body of knowledge; to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to improve the condition of human life through service and publication; and to enrich our culture.

To fulfill this mission, the University must: acquire, discover, preserve, synthesize, and transmit knowledge; provide high-quality undergraduate instruction to students within a community engaged in original inquiry and creative expression while committed to intellectual freedom, personal integrity and justice, and values that foster enlightened leadership for the state and the nation; provide graduate and professional programs of national distinction at the doctoral and other advanced levels to future generations of research scholars, educators, professionals, and informed citizens; extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the state; and address as appropriate, regional, national, and international needs.

This mission imposes special responsibilities upon the faculty, students, staff, administration, trustees, and other governance structures and constituencies of the University in their service and decision making on behalf of the University.

April 25, 1986 as adopted by the Board of Trustees, The University of North Carolina at Chapel Hill.

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Touched by Magic

That "strange magic" found by an alumnus revisiting Chapel Hill in the 1950s still touches the town and the institution that created it. It is strong magic, indeed — more powerful today than ever in the University's two centuries.

The village of the nineteenth century, the town of the twentieth century, is a small city beginning its third century as the home of The University of North Carolina at Chapel Hill. In truth, it is difficult at times to say which is the more powerful magnet, Chapel Hill or the University.

Since its founding in 1795, the University has become one of the nation's leading universities, renown for its liberal arts education, professional schools, specialized research, and public service programs. But neither size nor reputation has diluted the magic.

When students arrive in Chapel Hill, they discover a campus conducive to learning and living. The beauty of the 687-acre central campus is seductive — regularly converting visitor to resident, skeptic to believer. Ancient oaks and eclectic architecture are laced together by miles of brick walkways and rock walls, all within an easy stroll of a truly charming downtown. Author Richard Moll, in his guide to the best U. S. colleges and universities, called Chapel Hill "the perfect college town."

Although it still calls itself a town, and some of its residents prefer to think of it as a village, Chapel Hill is a bustling community of 38,000 people in central North Carolina. Its four distinct seasons are a bonus that has inspired some to refer to it as "The Southern Part of Heaven." Its winters are short and mild, with temperatures averaging forty degrees. Winters will bring at least one snowfall, but shorts and t-shirts are the fashion from late spring to early autumn.

Because of its proximity to the state capital of Raleigh and other educational institutions, Chapel Hill offers a stimulating menu of intellectual and cultural events, from art to music to drama. And sports fans can revel in Atlantic Coast Conference basketball.

Chapel Hill has been enriched in recent years by the growth of Research Triangle Park, twelve miles east of town. This state-sponsored research center has attracted to the area a distinct population of scientists, engineers, and other professionals who add to the diversity of the area.

Alumni gathering at an ALA Conference.

The Information/Library Science Field

Perspective:
The Dean's Invitation

We are pleased that you are considering applying to the School of Information and Library Science at The University of North Carolina at Chapel Hill and hope that this catalog provides you with the information you need to make this important decision. The school's reputation for excellence stems from the faculty's impressive record in teaching, research, and public service. Graduates of this school are in leadership positions in libraries and information agencies throughout the nation, and overseas. It is an exciting time to be entering the information/library science field, and we believe that the school at UNC-Chapel Hill provides one of the best educations possible for those considering such a career.

Barbara Moran, Dean.

Careers in Information/Library Science

Many career opportunities exist for graduates with degrees in information/library science. It has become a cliché that we live in an "information age," but, nonetheless, the amount of information available to individuals and corporations undeniably has increased dramatically in the past few decades. The information industry is one of the fastest growing sectors of the economy. As more information is produced, it becomes even more imperative that information be collected, organized, and managed properly so that it will be accessible to those who need it.

There is a need for information specialists to work in a wide variety of settings, and today's graduates of information and library science programs have a wider than ever choice of career opportunities. Graduates of the School of Information and Library Science can be found in every aspect of the information/library science field. Many of our graduates seek careers in libraries. The library, in whatever setting it is found, continues to be one of the major agencies for the collection, organization, and dissemination of materials. As libraries experiment with new methods and services, positions are being restructured and new positions are being created.

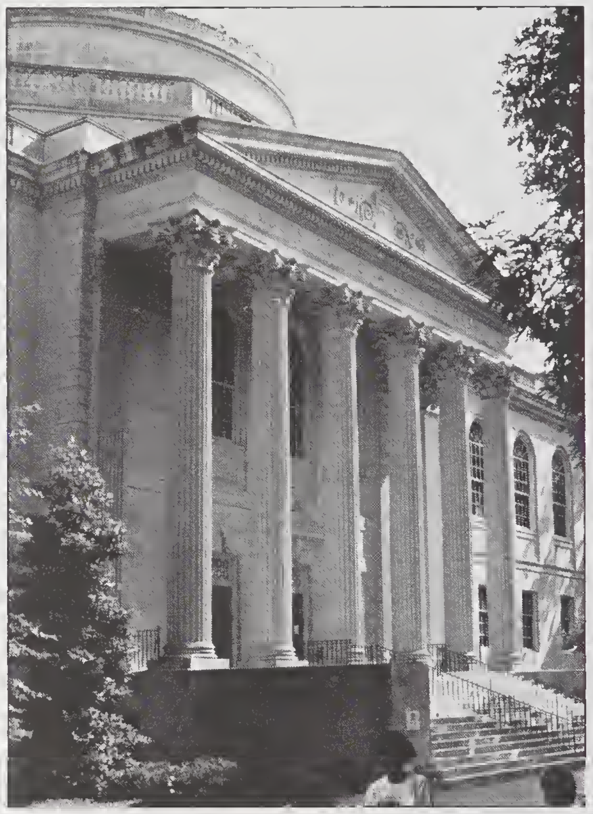
Other graduates work as information consultants or brokers in nonlibrary settings as database producers and vendors, or as information specialists for business and industry. A graduate degree in information/library science prepares you for a diversity of careers in an exciting and expanding field.

Information and Library Science at UNC-Chapel Hill

We believe the School of Information and Library Science at The University of North Carolina at Chapel Hill provides special opportunities that make it extremely attractive to prospective students. In virtually every national ranking the school rates among the nation's best information/library science programs. The school offers an excellent curriculum that provides a solid grounding in traditional and changing areas of information/library science. The school provides a congenial setting for learning and provides the library and computer laboratory resources necessary to support the curriculum. The outstanding faculty are known not only for their commitment to teaching and research, but also for their interaction with students. Diverse and talented students come from across the nation and the world. The school constantly strives to serve students from various cultural backgrounds and to advance the field of information/library science.

For more than sixty years, the school at UNC-Chapel Hill has educated individuals to work in the information/library science field. Academic excellence has been a hallmark of the school since its founding. It is exciting to be part of a school with such a strong past and the expectation of an even stronger future.

I am pleased that you are considering entering the interesting and challenging field of information/library work and are considering the school at UNC-Chapel Hill. If you still have questions after reading this catalog, please feel free to call or visit the school. We would be happy to talk to you personally.


Louis Round Wilson Library.

Sincerely,

Barbara B. Moran

Barbara B. Moran
Dean and Professor

The School of Information and Library Science

Mission Statement

The School of Information and Library Science seeks to advance the profession and practice of librarianship and information science; to prepare students for careers in the field of library and information science; and to make significant contributions to the study of information. Faculty members further these goals by teaching and advisory work; by research and scholarly publication; and by service to the school, the University, the state, and the professional community.

This mission statement guides the activities of the school through four principal programs: (1) the preparation of master's students for professional information work and library service, (2) the opportunity for information and library professionals to engage in individually tailored continuing education, (3) the preparation of doctoral students for research and more advanced positions, and (4) the generation of new knowledge and new understanding about the use of information and libraries in society through a strong research and publication program.

Setting

The school is located within a distinguished University and is supported by the University's resources, which enrich its programs. The University is also a part of the Research Triangle community that includes two other major research universities (Duke and North Carolina State) and the reseach facilities of a number of major corporations located in nearby Research Triangle Park. The School of Information and Library Science draws on these resources for internships and field work, for additional course provision, for the use of collections and facilities, for employment opportunities, and for expert lecturers and advisers.

Classrooms, offices, computing laboratories, and the library of the school are in Manning Hall on the main campus quad. The building is shared with the Institute for Research in Social Science (IRSS). The IRSS Data Library contains machine-readable census data and other demographic files and serves as a research resource.

Accreditation

The master of science in Library Science degree is accredited by the American Library Association. The school is an institutional member of the Association for Library and Information Science Education. The University of North Carolina at Chapel Hill is accredited by the Southern Association of Colleges and Schools.

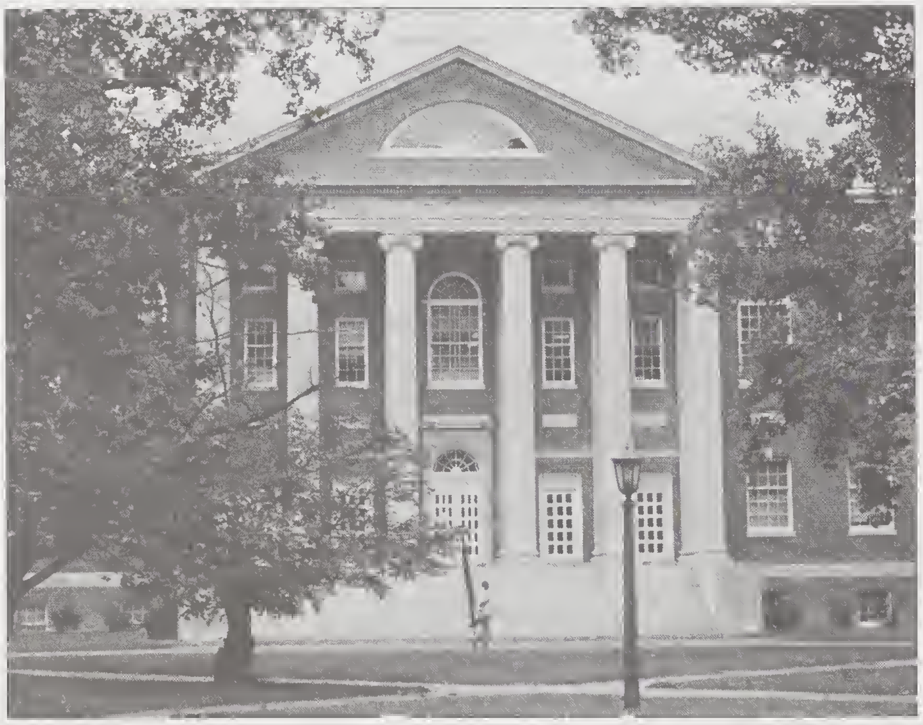
Historical Perspective

The School of Information and Library Science celebrated its sixtieth birthday during the 1991-92 academic year. Although library education began at UNC-Chapel Hill as early as 1904 when Louis Round Wilson began offering summer school classes, a student could not receive a degree in library science until almost three decades later.

In 1929, just as the new library building was finished on the University of North Carolina campus, Louis Round Wilson wrote an article on the "Library in Modern Education." In that article, he wrote:

> *As part of the program of social welfare now being worked out at Chapel Hill, a library school is needed, where librarians, like lawyers and doctors and teachers, may secure expert professional training. With its magnificent new building as a laboratory for the school, such an institution would not only be in harmony with the program on which the University has embarked, it would offer opportunity through the sending out of trained librarians for the South to tap the vast reservoirs of human knowledge.*

The School of Library Science at Chapel Hill opened in the fall of 1931 with a beginning class of thirty-seven students and five faculty members, including Dr. Wilson. The Carnegie Corporation offered a grant of $100,000 so the school could operate for three years and make permanent its conditional accreditation from the American Library Association.



Manning Hall.

From that beginning sixty years ago, the school continues to send out trained librarians and information specialists, almost 3,000 to date. They primarily work in the South, but also throughout the rest of the nation and the world. In 1987 the school name was changed to its present form. The leadership of former deans has guided the school through some troubled times and provided the solid foundation on which we presently stand. Today, students, faculty, and staff can all be proud of the school's rich history.

The anniversary year was a time to celebrate the past and look to the future. In the sixty-plus years since its founding, the school has changed a great deal, grown in number of students and faculty, and instituted new programs and degrees. Throughout this period, its development has always been guided by the ideals of excellence which have been part of the tradition here since the beginning. New challenges face library and information science education, and UNC-Chapel Hill's School of Information and Library Science is prepared to meet these challenges just as it has met those of the past. The school is more than the students and the faculty who are here at any one time. The school includes all the devoted alumni and friends who support it.

Louis Round Wilson's goal of sending out trained librarians to tap the vast reservoirs of human knowledge has been achieved through the accomplishments of past graduates of the school, and will continue with the students graduating in the future.

Library Facilities

The library of the School of Information and Library Science contains more than 80,000 volumes, 3,600 journal titles, numerous microfilms, and many items on all aspects of information and library science. The library also maintains special collections of current and historical materials in children's and young adult literature. The library holds collections of pamphlets, newsletters, annual reports of libraries and information agencies, catalogs of publishers, computer and software suppliers, and bulletins of other information and library science programs. A collection of nonprint materials supplements the professional and juvenile book collections.

Students also use the University's Davis Library, the Undergraduate Library, the Wilson Library for archives and special collections, and a number of departmental libraries. The University libraries contain more than 4,059,400 bound volumes, 13,726,000 manuscripts, and 3,581,700 microforms, constituting one of the most important collections in the South.

In addition, the Triangle Research Libraries Network (TRLN) consortium makes available a cooperative on-line catalog for access to the library resources of Duke University and North Carolina State University at Raleigh.

Computing Facilities

The school provides a computer laboratory for the exclusive use of Information and Library Science students. Approximately thirty workstations are available in the laboratory with a mix of Pentium-based PCs, Apple Power Macs, and Unix platforms. All computers in the school are connected to a departmental local area network.

The network provides access to a large collection of applications software including word processing, database/text management, statistical analysis, telecommunications, graphics, hypertext, and programming languages. Most PC applications run under the Windows graphical user interface with packages such as Word for Windows, WordPerfect, Excel, Access, FoxPro, PowerPoint, Toolbook, and Corel Draw. A CD-ROM server provides multi-user access to CD-ROM database products such as Library and Information Science Abstracts, ERIC, and Library Literature. Access to CD databases held in other campus libraries and to commercial database services such as Dialog, BRS, and OCLC is also available over the school's network.

In addition to connecting local and campus resources, the school's network connects to the global Internet. Every computer (PC, Mac, or Unix workstation) in the school is a direct Internet node allowing students to access library catalogs, information services, and databases directly without going through a mainframe or workstation intermediary. Applications such as Telnet, FTP, Gopher, and Mosaic are available at each workstation and the school maintains its own Web Server (http://ils.unc.edu/ilshome.html) and anonymous FTP site.

With this hardware and network infrastructure the laboratory supports instruction in a variety of courses including introductory computing, local area networks and network management, Internet applications, systems analysis, user-interface design, research methods, on-line database systems, cataloging, and database management systems. The school's director of computing oversees the laboratory, which is staffed by information and library science students who provide assistance and instruction.

In addition to the school's facilities, the UNC-Chapel Hill Office of Information Technology (OIT) provides a number of public access microcomputer laboratories for student use. OIT also maintains and provides student access to the University's central services, which include an IBM 3090 mainframe, a Convex mini-super computer, a DEC minicomputer, and assorted Unix workstations. Students wishing to learn more about computing may enroll in a large number of hands-on short courses offered each semester.

Gillian Debreczeny, librarian, School of Information and Library Science.

Jennifer Richards, library assistant, School of Information and Library Science.

Student Organizations and Participation

The community of students, faculty, and staff at the School of Information and Library Science works closely together. This closeness yields a stimulating environment for learning and for planning for the future development of the school. All standing committees within the school have student representation.

Information and Library Science Student Association

The Information and Library Science Student Association (ILSSA) provides a forum for discussion and action relating to school policies and issues, and plans social events and career investigation opportunities. The student association publishes the ILSSA Galley to keep students and faculty informed of current activities and issues.

American Library Association

The UNC-Chapel Hill Student Chapter of the American Library Association (SCALA) facilitates and encourages participation in ALA. It tries to increase awareness and use of ALA resources. Additionally, SCALA provides a local forum for exchange of ideas and information about trends, issues, and opportunities in the profession.

Special Libraries Association

The UNC-Chapel Hill Student Chapter of the Special Libraries Association educates and involves students in special library and information center work environments. A special library is one that serves a specific clientele in any discipline area, such as business, the arts, science, or math. Special libraries or special collections are located within government, industry, educational institutions, museums, and many other agencies. The student chapter sponsors monthly tours to area special libraries. Membership in a student chapter of Special Libraries Association helps to establish a close relationship with the state and national organization.

Annual Information and Library Science Career Fair brings together students and employees.

American Society for Information Science

Students have the opportunity to join the school's student chapter of the American Society for Information Science (ASIS). Recognizing the diverse needs of information professionals who collect, store, analyze, organize, and distribute information, ASIS supplies members with the latest research findings, policies, systems, and techniques for information storage and retrieval. The student chapter plans tours of local information agencies.

Society of American Archivists

Students with an interest in working in archives, manuscript repositories, or museums are encouraged to join the student chapter of the Society of American Archivists. Founded in 1936, SAA has a long history of promoting cooperation among archival institutions, developing educational standards, and advancing archival administration. The society's strategic plan for the 1990s focuses on leadership, education, increasing public awareness of the value of archives, and advancing the identification, preservation, and use of electronic records. The student chapter organizes field trips, arranges speakers, and explores volunteer and field experience possibilities.

Alumni Association

The school's Alumni Association provides a network connecting current students with alumni. The association assists the school in welcoming new students and in the provision of scholarship support, internship opportunities, career information, and job placement notices. Through its publication, *News from Chapel Hill*, and its sponsorship of reunions at major professional association meetings, the association facilitates communication among the school's alumni.

The school also runs an electronic mail listserver for alumni. Alumni can subscribe to the listserver by sending email to listserv@ils.unc.edu with the words SUBSCRIBE ALUMNI-L Your Name in the body of the message. For example: SUBSCRIBE ALUMNI-L John Smith.

Beta Phi Mu

The Epsilon Chapter of Beta Phi Mu, the international library and information science honorary society, is located at The University of North Carolina at Chapel Hill, and takes its members from the graduating class of the UNC-Chapel Hill School of Information and Library Science. To be eligible for membership, a student must maintain an academic average equal to 3.75 on a 4.00 scale, have shown professional promise, and be recommended by the faculty. No more than fifteen percent of a graduating class may be nominated for membership.

Visiting Speaker Program

Throughout the academic year, the school augments its regular academic programs with distinguished speakers at colloquia, workshops, and informal "brown bag lunches." These speakers include members of the faculty of the school and library and information leaders and scholars from other parts of the country and the world.

Placement

The School of Information and Library Science works closely with University Career Services to assist its graduates in securing professional employment. Students desiring placement services consult with a Career Services counselor and establish a credentials file when they begin seeking a job.

The school's director of alumni and public relations assists in placement by providing information concerning the various areas of opportunity and their relation to the SILS program. The school solicits and maintains information on employment opportunities for its students and graduates.

Continuing Education

Continuing education for librarianship and allied information activities is an important instructional objective in this era of rapid technological advancement. The school hosts periodic workshops and colloquia that are available to students and practitioners. Each semester the school sponsors three to four "Fridays at the Friday Center," all-day or half-day workshops on contemporary issues that attract participants from across the state. The school participates in the cooperative North Carolina Library Staff Development Program, which provides short courses to practicing librarians at locations throughout North Carolina.

The school's formal program for providing continuing education to library and information professionals, the Certificate of Advanced Studies program (CAS), is described later in this Record under "Programs of Study." This post-master's program leads to a Certificate of Advanced Study degree. Practitioners may elect to take individual courses without being enrolled in the degree program.

Walter Royal Davis Library.

Programs of Study

Master's Programs

Overview

The School of Information and Library Science (SILS) offers two degree tracks at the master's level, the master of science in Library Science and the master of science in Information Science. The master's programs prepare students for professional employment in library service and the information industry. Additionally, research and publishing activities are highly encouraged, especially as they relate to professional and career development.

Master of Science in Library Science

The master of science in Library Science program prepares students for professional employment in library and information service. The degree is designed to prepare students for work involving the collection, organization, storage, and retrieval of recorded knowledge for a variety of individuals and groups. Analysis and design skills are emphasized.

This degree is intended to prepare students for careers in library service in areas such as library administration, archives and documents librarianship, cataloging, public and reference services, acquisitions and collection management, children's librarianship, access and manipulation of database information, special collections, and subject areas. Graduates of the program are prepared to practice within various settings: academic, public or special libraries, information centers, or school library media centers.

Library Science Degree: Educational Objectives

Successful completion of the library science degree track requirements will prepare the student to:

Demonstrate a professional attitude toward his/her career, including a concern for the ethical issues involved, and a commitment to individual professional development and continuing education.

Exhibit a knowledge of current research in the field, be able to examine it critically, and to apply the results to professional duties.

Use basic research methodologies to carry out research projects relevant to professional duties and to professional growth.

Examine with constructive criticism both traditional and innovative methods to meet the needs of the present and to plan for the future.

Apply the general principles which underlie specific professional library and informational services to problems presented by:

a. various kinds of agencies, including public, academic, school, special libraries, and information centers.

b. differing functions, including administrative, technical, and public service.

Demonstrate knowledge and ability in a selected area of librarianship or information science where a program of specialization has been selected.

Identify needs, and plan, administer, and evaluate information services and programs for given user groups.

Develop collections of media appropriate to the subject matter and to the public served.

Adapt to the functions of the library, the technological advances of information science, and communication.

Curriculum

The master of science in Library Science curriculum is designed around five functional areas: Organization, Collection and Retrieval, Communication, Design and Evaluation, and Management. Elective courses build upon the required courses in each of these areas.

A basic knowledge of computing using a variety of software applications is a requirement of the program. However, students who do not possess the required knowledge on entrance may satisfy the requirement by completing INLS 102, Introduction to Computing for Information Use. This should be completed during the student's first semester (or as soon as possible after enrollment), and will not count as credit towards the master's forty-eight semester hour degree requirements.

Course Work Requirements

FUNCTION	REQUIRED COURSES
Organization	INLS 151 Organization of Materials I
Collection/ Retrieval	INLS 111 Information Resources and Services I and (INLS 153 Resource Selection and Evaluation or INLS 242 Curriculum Issues and the School Librarian)
Communication	INLS 180 Communication Processes
Design/Evaluation	INLS 201 Research Methods
Management	INLS 131 Management of Information Agencies

OTHER REQUIREMENTS	
Master's Paper	INLS 393 Master's Paper
Computer proficiency	prior experience or INLS 102 Introduction to Computing for Information Use

* * *

The remainder of the forty-eight semester hours of graduate course work will draw from the school's course offerings in information science or librarianship and, as appropriate, from related subject fields. For example, students interested in the technology or systems area may wish to take courses emphasizing information systems work or computer networking. Students generally develop an area of concentration and select a number of advanced courses in that area. All course work will be reviewed and approved by the student's faculty adviser.

Student Mary Beth Grinnan meets with Mecklenburg County Library staff.

Students not having extensive practical experience are encouraged to enroll in the Supervised Field Experience course (INLS 299). This structured practicum provides the opportunity for students to apply theoretical knowledge to an individually selected work environment.

Specialization Areas Requiring Certification

Certification of Public Librarians

To work in a public library in the state of North Carolina, one must receive certification from the North Carolina Public Librarian Certification Commission. Completion of the M.S. in L.S., including the required course work in the areas of cataloging, reference, collection development, technology, and management, satisfies the North Carolina certification requirements. Students who wish to receive public library certification should consult with the SILS director of alumni and public relations about the procedures for submitting applications prior to graduation.

Certification for School Librarians

Librarians working in public schools, and in many private schools, in most states must be properly certified. In many states, including North Carolina, this involves certification as a classroom teacher and as a school librarian (media coordinator), in addition to receiving the M.S. in L.S. degree. Students who wish to obtain certification should consult with Dr. Evelyn H. Daniel on proper certification procedures. Students should consider certification early in their program in order to select appropriate courses.

Master of Science in Information Science

The master of science in Information Science program is designed to prepare students to contribute to the design, development, and maintenance of information systems and networks; to provide leadership in the development of new technology and new applications relating to the delivery of information to users; and to demonstrate a theoretical knowledge of information science, including the theory of information storage and retrieval, systems science, and social, political, and ethical implications of information systems. Within the degree track students may elect to concentrate in one of four areas: Information Retrieval, Database Management, Systems Analysis and Design, or Computer Networking and Systems Administration.

Curriculum

The curriculum of the master of science in Information Science is designed around five functional areas: Organization, Collection and Retrieval, Communication, Design and Evaluation, and Management. Elective courses build upon the required courses in each of these areas and allow students to concentrate their studies.

The program requires that students have a basic knowledge of computing using a variety of software applications. However, students who do not possess the required knowledge on entrance may satisfy the requirement by completing INLS 102, Introduction to Computing for Information Use. This should be completed during the student's first semester (or as soon as possible after enrollment), and will not count as credit towards the master's forty-eight semester hour degree requirements.

Course Work Requirements

FUNCTION	REQUIRED COURSES
Organization	INLS 150 Organization of Information
Collection/ Retrieval	INLS 172 Information Retrieval
Communication	INLS 180 Communication Processes
Design/Evaluation	INLS 162 Systems Analysis and INLS 201 Research Methods
Management	INLS 131 Management of Information Agencies

OTHER REQUIREMENTS	
Master's Paper	INLS 393 Master's Paper
Computer proficiency	prior experience or INLS 102 Introduction to Computing for Information Use

* * *

The remainder of the forty-eight semester hours of graduate course work will draw from the school's course offerings and, as appropriate, from related subject fields. Selected courses in the school's curriculum from which students might draw upon for information science concentrations include (see the Courses of Instruction portion of this catalog for a complete course listing and for course descriptions):

INLS 170 Applications of Natural Language Processing
INLS 174 Telecommunications Systems
INLS 176 Information Models
INLS 181 Internet Applications
INLS 182 Introduction to Local Area Networks
INLS 203 Information Systems Effectiveness
INLS 207 Cluster Analysis in Classification, Retrieval, and Communication
INLS 213 User Perspectives in Information Systems and Service
INLS 233 Managing in the Information Systems Organization

INLS 234 Human Resources Management
INLS 237 Marketing of Information Services
INLS 239 Strategic Planning
INLS 256 Database Systems
INLS 257 User Interface Design
INLS 263 Knowledge-Based Systems
INLS 272 Artificial Intelligence for Information Retrieval
INLS 281 Protocols and Network Management
INLS 283 Distributed Systems and Administration
INLS 356 Systems Implementation
INLS 362 Systems Theory

Students enrolled in the Information Science program may choose to focus on specific environments such as libraries, financial institutions, education, or corporate settings. Courses supporting these environments are found in the school's Library Science program or in other University departments such as the Kenan-Flagler Business School or the Department of Computer Science. Students select courses in consultation with their faculty adviser, according to their interests and career objectives.

Students not having extensive practical experience are encouraged to enroll in the Supervised Field Experience course (INLS 299). This structured practicum provides the opportunity for students to apply theoretical knowledge to an individually selected work environment.

Master's Programs Degree Requirements

The degree requirements for the master of science in Library Science and the master of science in Information Science must be fulfilled within five years from the date of enrollment.

1. Forty-eight semester hours of graduate-level course work (see curriculum guide above).
2. Two semesters of residence, as described in the Graduate School Catalog.
3. Admission to candidacy, by filing an acceptable application early in the final semester of residence.
4. Completion of a satisfactory comprehensive examination.
5. Completion of a master's paper or project.

Continued enrollment in the school is dependent upon satisfactory course work performance. A master's student becomes academically ineligible to continue upon receiving a grade of "F" (failing) or receiving nine or more hours of "L" (low pass). Students with six or more credit hours of "IN" (incomplete) or "AB" (absent from final exam) will be restricted in the number of courses for which they may register in subsequent semesters. A student in this situation may not exceed nine combined credit hours of outstanding incompletes and registered credit hours.

In planning a course of study, students should consult the Courses of Instruction list to determine which prerequisites are required for advanced courses in their chosen specialization.

Transfer of Credits

Requirements and policies of the Graduate School and the School of Information and Library Science govern the transfer of academic credits from other institutions. The regulations permit the transfer of up to nine semester hours of graduate credit from approved institutions, when approved by the student's academic adviser and the dean. However, the graduate credits must be relevant to the student's degree program, must have been earned within three years preceding enrollment in the SILS master's degree program, and must not have been accepted or have been used to satisfy the requirements for another graduate degree. Any graduate courses taken prior to enrollment in the SILS program, including those taken through the University's Continuing Studies program, become part of the nine-hour transfer limit.

Students must give their adviser official transcripts for the work they desire to transfer. Additionally, official course descriptions and course syllabi are helpful in the assessment of the acceptability of the credits for transfer. Decisions on the acceptability of transfer credit cannot be made until an applicant has been admitted to the master's degree program. Early consideration in a student's program of credits for transfer will enhance academic program planning.

Graduate Credit from Outside SILS

The following conditions apply to credits earned after a student has enrolled in a SILS degree program. With permission from their academic adviser, students may elect to take graduate courses in other departments and schools, at the other campuses of the University or at Duke University. Normally, the information and library science content of the master's program should total at least thirty-six semester hours of the forty-eight semester hour program. The thirty-six credit hours in information and library science requirement may be reduced by an additional six credits of course work in fields closely related to information and library science, e.g., computer science. Permission to take these additional six credits outside of information and library science requires the approval of the student's academic adviser and the dean.

Admission to the Master's Programs in Information Science and Library Science

Admission to the master's programs is competitive. Meeting all of the stated requirements for admission will not necessarily ensure admittance. University-imposed restrictions on the number of students permitted to enroll in the School of Information and Library Science limits the number of vacancies available each term; however, failure to meet all of the stated requirements does not necessarily imply rejection.

The school seeks a diverse student body and each year a limited number of students who have not met all minimum requirements are admitted on the basis of high motivation, unusual promise for the profession, or their special characteristics. Individuals not meeting the stated requirements but believing that their application merits consideration because of special qualifications are encouraged to submit application materials accompanied by a statement explaining the reasons for asking that the requirements be waived.

Requirements for Admission

1. A bachelor's degree from an accredited college or university in this country, or its equivalent from a foreign institution.
2. A GPA of 3.0 or better on a 4.0 point scale in the last two years of the undergraduate program.
3. Acceptable score on the General Test of the Graduate Record Examination, taken within the five years preceding application. The General Test scores evaluated are the Verbal and Quantitative sections.
4. A strong liberal arts and sciences background is highly desirable. The school reserves the right to request additional liberal arts and sciences credits if the credits are severely deficient and the student is otherwise admissible.
5. For applicants whose native language is not English, a minimum TOEFL score of 550, with a minimum score of 50 on each of the three sections of the test. See "Information for International Applicants."

Application for Admission

In order to be considered for admission to the master's program, an applicant should submit the following application materials:

1. A Graduate School application.

2. A School of Information and Library Science application.

3. Transcripts of all academic work, sent from the institutions.

4. Scores on the General Test of the Graduate Record Examination taken within the past five years, sent from Educational Testing Service.

5. A brief essay indicating why the applicant is interested in library science or information science as a career (maximum of 500 words).

6. Three letters of reference. It is highly desirable that at least two should be from persons having firsthand knowledge of the applicant's academic capabilities.

7. If applying for SILS service awards, a resumé including history of employment responsibilities.

8. The school reserves the right to request an interview of an applicant with a faculty member, or a person designated by the school.

No action is taken on an application until all materials (forms, transcripts, test scores, essay, and references) have been received. Financial assistance is not considered until the applicant has been approved for admission.

The School of Information and Library Science admits master's students for matriculation in the fall, spring, and summer semesters. Entrance into the program is recommended for the fall semester, when most of the introductory courses are offered and when most financial assistance awards begin. For fall (or summer) semester admission with consideration for financial aid awards, the application deadline is January 31. Applications received after January 31 will be considered on a space available basis until June 15 (International applicants, April 1). During recent years, spaces have been filled earlier than the June 15 deadline, by March or April. Therefore, prospective students should apply early.

There are a limited number of spaces for students to begin the program in the spring and summer semesters. Applications should be submitted early, by October 1 (International—August 1) and March 1 (International—January 1), respectively.

All application materials must be received by SILS prior to the deadlines stated above or the application will be treated as "incomplete" and a recommendation made to the Graduate School to deny admission. No international applications will be reviewed for admission until the completed financial certification and supporting documentation has been received.

Prospective students may make appointments with faculty and staff members to discuss admission requirements, program schedules, and curriculum content. The school office arranges

Professor Evelyn Daniel's Communication Processes class.

appointments. SILS office hours are 8 A.M. - 5 P.M., Monday through Friday.

The School of Information and Library Science and the Graduate School must approve all candidates for admission. The Graduate School notifies applicants of its action on all applications for admission. Requests for application forms and for further information should be made to:

Student Services
School of Information and Library Science
100 Manning Hall, CB# 3360
Chapel Hill, NC 27599-3360
Phone: (919) 962-8366
Fax: (919) 962-8071
Email: info@ils.unc.edu

A nonrefundable application fee of $55.00 must be submitted with the application for admission. If offered admission a place will be reserved by the payment of a $50.00 nonrefundable deposit which is credited toward the first semester's tuition.

Looking out at the Quad from Manning Hall.

APPLICATION DEADLINES

Fall Admission
In order to be considered for SILS or Graduate School financial assistance:
  January 31
Financial assistance not requested:
  June 15
  April 1—International applicants
Spring Admission (January)
  October 1
  August 1—International applicants
Summer Admission
  January 31 (financial aid requested)
  March 1
  January 1—International applicants

Due to rolling admissions and limited space, applicants should apply as far in advance of these deadlines as possible.

* * *

Information for International Applicants

Applicants from countries where English is not a native language are required to submit scores on the Test of English as a Foreign Language (TOEFL) in addition to the other admission requirements. The exam must have been taken within the past two years prior to the application date. The school applies this requirement to all international applicants including those who may have a degree from a university in the United States.

In addition, each new student must take the University's English Proficiency Test at the beginning of the first semester of study and, if not successful, enroll in and attend a noncredit course entitled English for Foreign Students (Linguistics 116X). Linguistics 116X, lasting through the student's first semester, is designed to improve English communication skills and enhance the student's capabilities as a graduate student. This course must be taken until passed.

Note early application deadlines.

The "Financial Certificate" included in the application packet must be completed by all international applicants. This University is required by U.S. law to certify proof of each student's financial ability to complete the program of study. As financial assistance from the school is limited, international applicants must be able to provide a significant amount of support for the years of academic study. The school is unable to fully fund any international student's program. **It is essential that students submit this form with your application, COMPLETELY filled out and SIGNED**. No application for the program will be considered until this form has been submitted.

Financial Assistance

Financial assistance awards, service and nonservice, are available from the Graduate School (University-wide competition) and from the School of Information and Library Science (see "Fellowships and Financial Assistance"). **For financial assistance consideration, the deadline for receipt of all application materials is January 31**. Applicants who request Graduate School/SILS financial assistance and do not complete their application file until after January 31 will only be eligible to compete for funds and assistantships that have not already been awarded. Generally, school-awarded aid and assistantships are awarded to entering students, beginning in the summer or fall semesters, although the awards will begin with the fall semester.

Many SILS awards are of one-year duration; others are renewed for a second year, contingent upon academic and service performance. Second-year students have a number of opportunities to apply for part-time internships offered by area libraries and information agencies or corporations.

SILS computer lab.

Certificate of Advanced Study

The Certificate of Advanced Study (CAS) in Library and Information Science is a post-master's degree that is designed for practitioners who seek an articulated and systematic continuing education program to enhance their professional career development in library and information science.

Educational Objectives

The Certificate of Advanced Study is intended to:

Provide the opportunity for a systematic update and upgrading of a working professional's knowledge in library and information science.

Provide the opportunity to develop a specialty in a subject discipline or in a library/information function.

Provide the opportunity for an individual to redirect a career path or to enrich and strengthen demonstrated capabilities in a career path.

Admission to the Post-Master's Program

Applicants to the post-master's certificate program must have completed a master's degree in either library or information science with a grade point average of 3.0 or better (on a 4.0 scale). Evidence and forms required:

1. A Graduate School application.
2. A School of Information and Library Science application.
3. Transcripts of all academic work, sent directly from each institution.
4. A brief essay stating career goals, area of study interest, and why the CAS program will meet your needs.
5. Three letters of reference.
6. An interview may be required.
7. For applicants whose native language is not English, a minimum TOEFL score of 550, with a minimum score of 50 on each of the three sections of the test. See "Information for International Applicants."

Applications are reviewed by a committee of the school faculty with recommendations for admission made to the Graduate School. No action is taken on an application until all application materials have been received. Applicants must adhere to deadlines for application as stated in the master's program section.

Information for International Applicants

Applicants from countries where English is not a native language are required to submit scores on the Test of English as a Foreign Language (TOEFL) in addition to the other admission requirements. The exam must have been taken within the past two years prior to the application date. The school applies this requirement to all international applicants including those who may have a degree from a university in the United States.

In addition, each new student must take the University's English Proficiency Test at the beginning of the first semester of study and, if not successful, enroll in and attend a noncredit course entitled English for Foreign Students (Linguistics 116X). Linguistics 116X, lasting through the student's first semester, is designed to improve English communication skills and enhance the student's capabilities as a graduate student. This course must be taken until passed.

Note early application deadlines.

The "Financial Certificate" included in the application packet must be completed by all international applicants. This University is required by U.S. law to certify proof of each student's financial ability to complete the program of study. As financial assistance from the school is limited, international applicants must be able to provide a significant amount of support for the years of academic study. The school is unable to fully fund any international student's program. **It is essential that prospective students submit this form with the application, COMPLETELY filled out and SIGNED.** No application for the program will be considered until this form has been submitted.

Program Content

The certificate program is tailored to an individual's previous education, experience, and career intentions. This post-master's program is distinct from the Ph.D. degree, which prepares individuals to undertake serious research endeavors.

The post-master's program consists of thirty semester hours of course work, selected from the school's curriculum and other departments and schools of the University on the basis of the individual's needs and objectives. The student selects courses in consultation with a faculty adviser. Although a number of the school's courses are offered in the evening hours, it is unlikely that the program can be completed without significant daytime enrollment.

The flexibility of the program is important as prospective students come from very different backgrounds and have different needs. However, competencies in research methods, management, and use of information technology are assumed to be a necessary part of each individual's program. Beyond that, course selections will be tailored to meet individual needs and objectives.

Certificate Requirements

1. Satisfactory completion of thirty semester hours of graduate-level course work.

2. A knowledge of computing for information use equivalent to that required for the master's degree programs. May be satisfied by completing INLS 102, Introduction to Computing for Information Use.

3. Admission to Candidacy, met by filing an acceptable application, early in the final semester of residence.

4. A written review by the student evaluating his/her stated objectives for the CAS program and how course work taken has accomplished these objectives. This review is presented by the student to a committee of faculty members for discussion.

No thesis is required, nor is there a foreign language requirement.

All work toward the certificate must be completed within five years of the date of first matriculation. Successful candidates will be awarded the "Certificate of Advanced Study."

Transfer of Credits

Transfer of academic credits from other institutions is governed by the requirements and policies of the Graduate School and the School of Information and Library Science. These regulations permit the transfer of up to six semester hours of graduate credit from approved institutions, when approved by the student's academic adviser and the dean. However, these graduate credits must be relevant to the student's CAS program objectives, must have been earned within one year preceding enrollment in the SILS CAS program, and must not have been accepted or have been used to satisfy the requirements for another graduate degree. Any graduate courses taken prior to enrollment in the SILS CAS program, including those taken through the University's Continuing Studies program, become part of the six-hour transfer limit.

Students must give their adviser official transcripts for the work they desire to transfer. Additionally, official course descriptions and course syllabi are helpful in the assessment of the acceptability of the credits for transfer. Decisions on the acceptability of transfer credit will not be made until an applicant has been admitted to the CAS program. Early consideration in a student's program of credits for transfer will enhance academic program planning.

Further Information

Dr. Jerry D. Saye, assistant dean and CAS program coordinator, may be consulted for program content recommendations. For application materials and general admissions information, contact Student Services at the school. (See Directory on inside front cover.)

Doctoral Program

Statement of Purpose

The doctor of philosophy in Information and Library Science is a research degree. The purpose of the doctoral program in the School of Information and Library Science is to educate scholars who are capable of addressing problems of scholarly consequence in the field of information and library science.

Educational Objectives

Graduates of the program are prepared to conduct productive, independent, and scholarly research in universities, government agencies, and other institutions, in which problems of communication and retrieval are addressed.

Scope of the Program

The scope of the program is dictated by the phenomena and processes, problems and questions, and theories and methods that characterize the ILS field and engage the research interests of the faculty. The curriculum emphasizes the identification of research problems of scholarly consequence in the areas of communication and retrieval and the mastery of methods and theories that enable observation, analysis, and interpretation in relation to these problem areas. Additional problem areas will be addressed as dictated by the interests of students and faculty members. Interdisciplinary programs are encouraged. Combinations include associations with education, computer science, business, and social science.

UNC-Chapel Hill Health Sciences Library.

Admission to the Doctoral Program

The program seeks outstanding students who possess the qualities to be successful independent investigators. Approval of admission is based upon an assessment of the totality of the evidence in support of the application rather than on a consideration of isolated particulars. Normally, the required evidence includes:

1. A master's degree or equivalent from an institution of recognized standing, in an academic or professional field emphasizing one or more of the following areas: information organization, information retrieval, communication, and design and evaluation of information systems.
2. A record of superior performance in the applicant's previous academic preparation.
3. Recommendations from those familiar with the applicant's past academic and professional performance.
4. A written statement from the applicant setting forth the research focus or interest to be addressed in the doctoral program. This statement may also address academic and professional goals.
5. Superior scores on the quantitative, verbal, and analytic sections of the Graduate Record Examination, taken within the five years preceding application.
6. A personal vita.
7. Application forms and supporting documents required by the Graduate School (undergraduate and graduate transcripts; TOEFL scores for international applicants).
8. Application form of the School of Information and Library Science.
9. An interview, to be held in Chapel Hill, if possible.
10. Additionally, applicants may wish to submit copies of published works.

In reviewing applicants for admission to the program, the school will consider past academic record and scholarly potential of an applicant as well as the match of a candidate's research interests to the ability of the school's faculty to support that interest.

All credentials required for admission should be received in the school office by **March 1**; by **January 1 if financial aid is sought**.

Academic Background and Knowledge Expected

The student is expected to have the following background and knowledge before entering the program or must acquire them early in the program. A requirement can be met by a record of formal course work or by successful completion of recommended academic work. If the requirement is met by a record of formal course work taken elsewhere, the student may be asked to submit evidence of course content and to discuss the courses and their content with his or her faculty adviser. If a requirement is met through course credit, this credit does not count toward the degree.

1. An academic background including six graduate-level hours in each of at least three of the following areas: information organization, information retrieval, communication, and design and evaluation of information systems.

2. A knowledge of research methods that includes: an understanding of distinctions between the phenomenological and positivistic research paradigms, a facility to develop research questions, and a familiarity with the major social science methods of data collection.

3. A knowledge of computing equivalent to that required in the school's master's degree programs. The requirement can be met by a demonstration of competence gained through experience, as well as by a record of formal course work, or the completion of recommended course work.

Financial Assistance

Financial assistance comes from two sources: 1) University-wide fellowships, for which all schools and departments may compete; and 2) fellowships and assistantships designated exclusively for students in the School of Information and Library Science. See the "Fellowships and Financial Assistance" section of this catalog for more specifics.

Students who wish to be considered for the University-wide fellowships should submit their application information by **January 1**.

Information for International Applicants

Applicants from countries where English is not a native language are required to submit scores on the Test of English as a Foreign Language (TOEFL) in addition to the other admission requirements. The exam must have been taken within the past two years prior to application date. The school applies this requirement to all international applicants including those who may have a degree from a university in the United States. The minimum TOEFL score required for admission is 550, with a minimum score of 50 on each of the three sections of the test.

In addition, each new student must take the University's English Proficiency Test at the beginning of the first semester of study and, if not successful, enroll in and attend a noncredit course entitled "English for Foreign Students" (Linguistics 116X). Linguistics 116X, lasting through the student's first semester, is designed to improve English communication skills and enhance the student's capabilities as a graduate student. This course must be taken until passed.

The "Financial Certificate" included in the application packet must be completed by all international applicants. This University is required by U.S. law to certify proof of each student's financial ability to complete the program of study. As financial assistance from this school is limited, international applicants must be able to provide a significant amount of support for the years of academic study. The school is unable to fully fund any international student's program. **It is essential that you submit this form with your application, COMPLETELY filled out and SIGNED**. No applicant for the program will be considered for admission until this form has been submitted.

Degree Requirements

1. Course Work

Normally a student will take a minimum of thirty-six hours of formal courses, reading courses, or directed research exclusive of the dissertation. With faculty advice, the student will choose appropriate graduate courses from those listed in "Courses of Instruction" in this catalog and from the catalog of the Graduate School. All courses offered for credit towards the degree must be at the graduate level.

a. Required Courses

INLS 372 Seminar in Information Retrieval

INLS 382 Seminar in Communication

All Ph.D. students are required to take at least six hours of statistics including an introduction to descriptive and inferential statistics, analysis of variance, and computational techniques, or to demonstrate the equivalent knowledge by taking one advanced course. The school maintains a list of acceptable statistics sequences.

b. Strongly Recommended Courses

INLS 379 Research in Information Retrieval

INLS 389 Research in Communication

INLS 399 Research in Information and Library Science

At least one advanced research methods course and at least one theory development course.

Mastery of relevant methods and theories can be accomplished by graduate-level courses or workshops inside and outside the University or by small group or individual tutorials offered by members of the SILS faculty. The school maintains a list of suggested courses.

2. Expectations and Evidence of Progress

Academic performance in the program must conform to the Graduate School requirements for all graduate students. Research competence is manifest by outcomes of small scale research efforts with student colleagues and/or faculty mentors and the presentation of outcomes in a seminar or course within the school. The presentation of research results at regional and national meetings is encouraged and the submission of at least two papers for consideration to be published in the research literature of the field, prior to taking the comprehensive exam, is required.

The progress of all doctoral students is reviewed annually by the faculty. For this review, each student is asked to prepare a statement describing accomplishments during the previous year and outlining objectives for the coming year. Students who are not making satisfactory progress are counseled regarding strategies for getting back on track. Continuation in the program is dependent upon a record of satisfactory progress.

In addition to normal annual reviews, students who have completed eighteen semester hours of credit (generally at the end of the first academic year) are subject to a formal assessment of ability for advanced study and original research. This review is conducted by a committee chaired by the student's adviser and consisting of all faculty in the school who have taught the student. Subject mastery is assessed by the major paper or outcome of each course. The ability to deal with the conceptual requirements of doctoral work, including the ability to identify research opportunities and the means to address the associated research problems, is also evaluated. The student is informed of any deficiencies identified by the review along with the suggested strategies for improvement. In the case of severe deficiencies, a student might be counseled to leave the doctoral program.

A full-time student is expected to pass the comprehensive exam and successfully defend his or her dissertation proposal no later than the third year of her or his program. The period of time devoted to dissertation research will vary depending on the problem addressed and the methods employed.

3. Transfer Credit

Transfer of academic credits from other institutions is governed by requirements and policies of the Graduate School and the School of Information and Library Science. These regulations permit the transfer of up to six semester hours of graduate credit from institutions that offer the Ph.D. degree. To be eligible for transfer, courses must be relevant to the student's program of study, must have been completed within three years of enrolling in the SILS program, and must not have been applied to another degree. Graduate courses taken through the University's Continuing Studies program contribute to the six hour transfer limit.

4. Foreign Language Skills

Reading knowledge in a foreign language is required, if it is needed to conduct research in the student's area of specialization. The requirement can be met by examination, as well as by a record of formal course work.

5. Comprehensive Exam

A comprehensive written and oral qualifying examination is required as a condition of admission to candidacy. The written exam is given prior to the oral exam. The context for the examination is defined by a comprehensive review of the literature relevant to the student's area of research interest. The review is written by the student and submitted to his or her faculty adviser to initiate the examination process. The content of the written examination is determined by a faculty examination committee. The written exam covers four areas: the student's major area (communication or retrieval), the student's minor area (communication or retrieval), related research methods, and applicable theories or conceptual frameworks. The oral examination addresses the student's responses to the written questions and the motivation, research design, results, and/or implications of one of two research papers written by the student and submitted to the committee. The examination may not be taken earlier than the semester in which the student is in the final stages of course work.

6. Admission to Candidacy

A doctoral student must apply for admission to candidacy after he or she has submitted a formally approved dissertation prospectus, and completed all of the aforementioned degree requirements.

7. Doctoral Dissertation

Successful completion of a doctoral dissertation approved by the student's dissertation committee is required. It represents an original contribution to knowledge involving identification and definition of a researchable topic, application of an appropriate research methodology, organization and analysis of data relevant to the topic under investigation, and a presentation and interpretation of the data that meets the standards of scholarly work.

8. Dissertation Defense

A final oral examination in defense of the dissertation, which is open to the University community, is also required. This is administered by the student's dissertation committee, which normally includes scholars from outside the program.

Residency

Students may enter the doctoral program on a full-time or part-time basis. It is highly desirable that a doctoral student be in residence at the University during the entire program, or at least during the year in which the proposal for the dissertation is prepared. All doctoral students must meet the University's residence credit requirement prior to or concurrently with taking the oral portion of the comprehensive exam. All requirements for the degree must be completed within eight years from the date of first enrollment in the program.

Further Information

Prospective doctoral students are encouraged to write to Dr. Jerry D. Saye, assistant dean, for answers to specific questions.

Courses of Instruction

NOTE: The prefix for all School of Information and Library Science courses is **INLS**. When a prerequisite or corequisite is listed for a course, it may be assumed that an equivalent course taken elsewhere or permission of instructor also fulfills the prerequisite or corequisite. The course instructor must approve the equivalency of the substitute course.

102 **Introduction to Computing for Information Use** (3). Study of the functional capabilities of major classes of microcomputer application software, the computing needs of information agencies, and selected current topics in computing. Losee.

108 **History of Books and Libraries** (3). The history of human communication focusing on the origin and development of the book and the origin and development of libraries and librarianship. Holley, Steinfirst.

110 **Selected Topics** (3). Exploration of an introductory-level special topic not otherwise covered in the curriculum. Members of the faculty. Courses offered during 1994-95 include:

- **110(53) Library Automation**. Kochtanek.
- **110(55) Introduction to Local Area Networks**. Barker.
- **110(55) Internet Resources and Applications**. Barker.
- **110(61) Humanities and Social Science Information**. Pierce.
- **110(70) Introduction to Hypermedia**. Christensen.

111 **Information Resources and Services I** (3). Analysis, use, and evaluation of information and reference systems, services, and tools, with attention to both printed and electronic modes of delivery. Provides a foundation in search techniques for electronic information retrieval, question negotiation, and interviewing. Tibbo, Gollop.

115 **Natural Language Processing** (Computer Science 171) (3). Prerequisite, Computer Science 14 or Computer Science 15. Statistical, syntactic, and semantic models of natural language. Tools and techniques needed to implement language analysis and generation processes on the computer. Haas.

120 **History of Children's Literature** (3). A survey of children's literature in English from the Middle Ages through the nineteenth century. Steinfirst.

122 **Young Adult Literature and Related Materials** (3). A survey of print and nonprint library materials particularly suited to the needs of adolescents. Steinfirst.

123 **Children's Literature and Related Materials** (3). Survey of literature and related materials for children, with emphasis on twentieth-century authors and illustrators. Steinfirst.

131 **Management of Information Agencies** (3). An introduction to management in libraries and other information agencies. Topics to be studied include planning, budgeting, organizational theory, information sources for managers, staffing, leadership, organizational change, and decision making. Daniel, Chatman.

150 **Organization of Information** (3). Introduction to the problems and methods of organizing information, including information structures, knowledge schemas, data structures, terminological control, index language functions, and implications for searching. Solomon.

151 **Organization of Materials I** (3). An introduction to the problems of organizing information and collections o materials. Formal systems for cataloging and classifying are studied. Saye.

153 **Resource Selection and Evaluation** (3). Identification, provision, and evaluation of resources to meet primary needs of clienteles in different institutional environments. Pierce.

61 **Non-numeric Programming Systems Applications** (3). An introduction to computer programming for library operations and information retrieval applications. Losee.

62 **Systems Analysis** (3). Introduction to the systems approach to the design and development of information systems. Methods and tools for the analysis and modeling of system functionality (e.g., structured analysis) and data represented in the system (e.g., object-oriented analysis) are studied. Haas, Solomon, Wildemuth.

65 **Records Management** (3). Introduces the principles of records center design, records analysis and appraisal, filing systems, reprographics and forms, reports, and correspondence management. Legal issues and the security of records are also covered. Saye.

70 **Applications of Natural Language Processing** (Computer Science 170) (3). Prerequisite, Computer Science 14, 15, or graduate standing in Information and Library Science. Study of applications of natural language-processing techniques and the representations and processes needed to support them. Topics include interfaces, text retrieval, machine translation, speech processing, and text generation. Haas.

72 **Information Retrieval** (Computer Science 172) (3). Prerequisites, INLS 102, Computer Science 14 or Computer Science 15. Study of information retrieval and question-answering techniques, including document classification, retrieval and evaluation techniques, handling of large data collections, and the use of feedback. Shaw, Losee.

74 **Telecommunications Systems** (3). Prerequisite, INLS 102. Digital and analog forms of electronic communication. Design and performance of networks and their relationship to libraries and information agencies. Losee.

76 **Information Models** (3). An introduction to information science surveying its various representations and information flows and examining major analytical techniques used in the field. Haas.

80 **Communication Processes** (3). Examines the social and technological processes associated with the transfer of information; includes discussions of formal and interpersonal communication channels. Daniel, Chatman, Wildemuth.

81 **Internet Applications** (3). Prerequisite, INLS 102. Introduction to Internet concepts, applications, and services. Introduces the TCP/IP protocol suite along with clients and servers for Internet communication, browsing, and navigation. Examines policy, management, and implementation issues. Barker.

82 **Introduction to Local Area Networks** (3). Prerequisite, INLS 102. Introduction to local area network hardware, topologies, operating systems, and applications. Also discusses LAN management and the role of the network administrator.

1 **Research Methods** (3). Prerequisite, completion of twelve semester hours. An introduction to research methods used in library and information science. Includes the writing of a research proposal. Shaw, Losee, Solomon.

3 **Information Systems Effectiveness** (3). Prerequisite, INLS 201 recommended. Addresses issues of performance measurement and methodology in the evaluation of information systems and services. The roles of objectives, performance measures, data collection approaches, and analytical approaches will be considered. Daniel, Losee, Solomon, Wildemuth.

4 **International and Comparative Librarianship** (3). The concepts of the library's role in other countries; trends in international cooperation; American participation in international library-related organizations and programs. Staff.

7 **Cluster Analysis in Classification, Retrieval, and Communication** (3). Cluster analysis, graph theory, and communications theory are applied to problems in automatic classification, document retrieval, and scholarly communications. Analyses focus on the structures underlying clustering outcomes. Shaw.

210 **Intermediate Selected Topics** (3). Exploration of an intermediate-level special topic not otherwise covered in the curriculum. Members of the faculty.

211 **Information Resources and Services II** (3). Prerequisite, INLS 111. Further explores information and reference systems, services, and tools with a focus on databases. Investigates effective information retrieval techniques, end-user instruction, and the management of electronic information services. Tibbo.

213 **User Perspectives in Information Systems and Service** (3). Explores the roles of information in human activity. Resulting insights are directed toward design of user-oriented systems. Psychological, social, economic, political, task, and other situational perspectives are taken. Solomon.

220 **Storytelling: Materials and Methods** (3). The storyteller as an agent in the transmission of culture. Experience in selecting, adapting, and presenting materials from the oral tradition and modern literary sources. Opportunity for more intense study by each student of the customs and folklore of a single culture. Steinfirst.

222 **Science Information** (3). Prerequisite, INLS 111. Survey of the communication of scientific information and the information sources in the physical and biological sciences; emphasis on major bibliographic and fact sources including on-line reference services. Staff.

224 **Humanities and Social Science Information** (3). Prerequisite, INLS 111. Survey of information and its needs in the social sciences and humanities, with an emphasis on information use and search strategies and on reference and other information resources. Pierce.

225 **Health Sciences Information** (3). Prerequisite, INLS 111. A survey of information used in the health sciences disciplines and professions. The organization of sources, current techniques, and tools for its control including on-line databases. Gollop.

226 **Serials** (3). Prerequisites, INLS 111 and INLS 151. Survey of technical and public services aspects of library serials management, including organization, collection development, acquisition, cataloging, access, and preservation. Covers serials publishing and the role of the subscription agent. Tuttle.

227 **Business Information** (3). Prerequisite, INLS 111. Combines an introduction to basic business concepts and vocabulary with consideration of current issues in business librarianship and of key print and electronic information sources. Strauss.

228 **Public Documents** (3). Prerequisite, INLS 111. A survey of the major publications of the United States federal government, United Nations, United States governments, and British government, with attention to the selection, classification, and administration of a document collection. Staff.

229 **Law Libraries and Legal Information** (3). Prerequisite, INLS 111. An introduction to the legal system and the development of law libraries, their unique objectives, characteristics, and functions. The literature of Anglo-American jurisprudence and computerized legal research are emphasized, as well as research techniques. Gasaway.

232 **Library Effectiveness** (3). Application of systematic analytical methods to the problems of management and organization. Emphasis on the use of selected techniques in designing the solutions to problems in library and information service. Shaw.

233 **Managing in the Information Systems Organization** (3). Prerequisite, INLS 131 recommended. Presents the broad scope of responsibilities inherent in information systems management. Topics include management controls, security, maintenance, human resources requirements, and associated issues of information system planning and development. Staff.

Human Resources Management (3). Prerequisite, INLS 131. An in-depth look at the management of human resources in libraries and other information agencies. Includes topics such as recruitment, hiring, job analysis, performance appraisal, training, and compensation. Moran.

Marketing of Information Services (3). Application of marketing theory to libraries and other information settings. Includes consumer behavior, market research, segmentation, targeting and positioning, public relations, product design, and sales promotion. Daniel.

Strategic Planning (3). Prerequisite, INLS 131 recommended. Emphasizes the role of information in organizational planning processes. Topics include strategy development, goal formation, long-range planning, environmental scanning, and the use of information systems/products for competitive advantage. Daniel.

The School Library Media Center (3). Philosophy and mission of the school library media center in context of the educational environment. Considers program planning and evaluation, policy development, and examination of current issues. Daniel.

Curriculum Issues and the School Librarian (3). Considers the educational process, methods of teaching, scope and sequence of curricular content in grades K-12. Examines the role of the library media specialist in providing access, instruction, and consultation. Daniel.

Administration of Public Library Work with Children and Young Adults (3). Objectives and organization of public library services for children and young adults; designed for those who may work directly with young people or who intend to work in public libraries. Steinfirst.

Administration of Archives and Manuscript Collection (3). The history, principles, and techniques of acquiring and administering public and private archives and manuscript collections. Instruction will be supplemented by special lectures and tours of nearby record repositories. Tibbo.

Special Libraries and Information Brokering (3). Characteristics of special libraries with emphasis on planning services to fit client needs. Entrepreneurial activities. Examination of public and private settings. Problems and issues surrounding the provision of specialized information services. Daniel.

Organization of Materials II (3). Prerequisite, INLS 151 and pre- or corequisite, INLS 102. Examination of principles, practices, and future trends in the control and organization of materials. Instruction covers classification, subject indexing, and the cataloging of print and nonprint materials and on-line cataloging systems. Saye.

Preservation of Library and Archive Materials (3). An introduction to current practices, issues, and trends in the preservation of materials for libraries and archives, with an emphasis on integrating preservation throughout an institution's operations. Paris.

Database Systems (3). Prerequisite, INLS 102 and pre- or corequisite, INLS 162. A study of database models including relational, hierarchical, and network; normalization techniques, query languages, and entity-relationship theory. Haas, Wildemuth.

User Interface Design (3). Pre- or corequisite, INLS 162. Basic principles for designing the human interface to information systems, emphasizing computer-assisted systems. Major topics: users' conceptual models of systems, human information processing capabilities, styles of interfaces, evaluation methods. Wildemuth.

Knowledge-Based Systems (3). Prerequisite, INLS 150. Design of systems offering a knowledge-base in support of task requirements or that model expertise. Knowledge acquisition and representation approaches will be applied in the systems development process. Haas, Solomon.

Abstracting and Indexing (3). Prerequisite, INLS 102. Presents the basic principles of subject analysis through the development and analysis of abstracts, indexes, and classification systems. Both natural language and controlled vocabulary indexing are covered. Saye, Solomon.

272 **Artificial Intelligence for Information Retrieval** (3). Prerequisite, INLS/COMP 172. Logical and neural artificial intelligence models of documents, queries, and their relationship to document retrieval. Losee.

281 **Protocols and Network Management** (3). Prerequisite, INLS 181 or INLS 182. Network protocols and protocol stacks. Included are discussions of protocol classes, packet filtering, address filtering, network management, and hardware such as protocol analyzers, repeaters, routers, and bridges. Staff.

282 **Music Librarianship** (3). Survey of the history and practice of music librarianship, with an emphasis on administration, collection development, and public service in academic and large public libraries. Reed.

283 **Distributed Systems and Administration** (3). Prerequisites, INLS 102 or equivalent and (INLS 174 or INLS 181 or INLS 182). Distributed and client/server-based computing. Includes operating system basics, security concerns, and issues and trends in network administration. Staff.

299 **Supervised Field Experience** (3). Prerequisites, completion of twenty-four semester hours and permission of adviser. Supervised observation and practice in a library or information service agency. The student will work a required amount of time in the work setting under the supervision of a library/information professional and will participate in faculty-led group discussions for ongoing evaluation of the practical experience. Cameron.

300 **Study in Information and Library Science** (1-3). Prerequisite, permission of the instructor. Study by an individual student on a special topic under the direction of a specific faculty member. Members of the graduate faculty.

304 **Seminar in Theory Development** (3). Prerequisite, doctoral or advanced master's student status. Discussion and critique of the structural components and processes used in theory development. Seminar provides knowledge relating to the various stages of theory building. Chatman.

308 **Seminar in Teaching and Academic Life** (3). Prerequisite, doctoral student status. Examines teaching, research, publication, and service responsibilities; provides historical perspective, teaching experience, syllabi construction, test preparation, and discussion of the ethics, rewards, and problems of academic life. Staff.

309 **Problems in Education in Information and Library Science** (3). Prerequisite, doctoral student or advanced master's student status. Programs in education for information and library science in the U.S., seen within the framework of professional education in general; exploration of how curricular elements meet changing goals and objectives of a library education program. Daniel.

310 **Advanced Selected Topics** (1-6). Exploration of an advanced special topic not otherwise covered in the curriculum. Members of the graduate faculty. Courses offered during the 1994-95 academic year:

310(48) Virtual Libraries. Kilgour.
310(60) Services to Children and Young Adults in the Public Library. Bracy.
310(61) Information Production. Pierce.
310(66) Ethics in Information and Library Science. Smith.
310(68) Electronic Publishing: Exploring the Markets for the New Technology. Meadow.
310(71) Financial Management for Libraries and Information Centers. Daubert.

311 **Seminar in Information Services** (3). Prerequisite, INLS 111 and pre- or corequisite, INLS 158. Administrative and professional issues in the provision of reference and information services; includes policy development implementation, facilitation of communication, ethics, integration and implementation of information technologies, and management and evaluation of information services. Tibbo.

15 **Seminar in Information Policy in the Public Sector** (3). Prerequisite, permission of instructor. Examination of client-centered services in libraries and information agencies. Includes: information as a commodity, public policy issues, and providers of information services. Chatman.

20 **Seminar in Children's Literature** (3). Prerequisite, INLS 123. Advanced study of a selected topic relating to literature for children. Steinfirst.

26 **Seminar in Popular Materials in Libraries** (3). Selected topics relating to the roles of various types of libraries in the provision and preservation of popular materials (light romances, science fiction, comic books, etc.) existing in various forms (print, recorded sound, etc.). Moran, Steinfirst.

41 **Seminar in Public Libraries** (3). Prerequisite, completion of twelve semester hours. Selected topics in public library services, systems, networks and their management. Current issues are emphasized, along with the interests of the participants. Chatman.

42 **Seminar in Academic Libraries** (3). Prerequisite, INLS 131. Study of problems in the organization and administration of college and university libraries, with emphasis upon current issues in personnel, finance, governance, and services. Holley, Moran.

49 **Seminar in Rare Book Collections** (3). A study of the nature and importance of rare book collections; problems of acquisition, organization, and service. McNamara.

51 **Administration of Technical Services** (3). Advanced study of the role and organization of technical services. Emphasis on management of acquisitions, serials, and cataloging departments, coordination of technical services, and the impact of automation and networking. Staff.

2 **Seminar in the Organization of Information** (3). Prerequisite, INLS 151. Advanced study in the approaches used to organize information in libraries and information centers. Emphasizes both alphabetical and notational systems of subject indication. Saye.

6 **Systems Implementation** (3). Prerequisites, INLS 162 and (INLS 256 or INLS 257). Development and implementation of an information system by an individual student or team of students. The final phases of the systems development life cycles will be discussed by the class. Staff.

2 **Systems Theory** (3). Prerequisite, INLS 162 or doctoral student status. Applications of general systems theory in various arenas, such as biological systems, complex organizations, and advanced systems analysis and design techniques and tools. Daniel.

2 **Seminar in Information Retrieval** (3). Prerequisites, INLS 172 and doctoral student status. A seminar on the basic questions that arise in information retrieval research and the methods and theories that enable observation, analysis, and interpretation. Staff.

6 **Seminar in Information** (3). Prerequisite, advanced master's or doctoral standing. Examines the idea of information as used by different disciplines and cultures at different historical periods. Losee.

9 **Research in Information Retrieval** (1-6, repeatable). Prerequisites, INLS 372 and permission of instructor. Supports individual and small group research undertaken by doctoral students in information retrieval intended to produce research results of publishable quality. Staff.

2 **Seminar in Communication** (3). Prerequisite, doctoral student status. A seminar on the basic questions that arise in communication research and the methods and theories that enable observation, analysis, and interpretation. Staff.

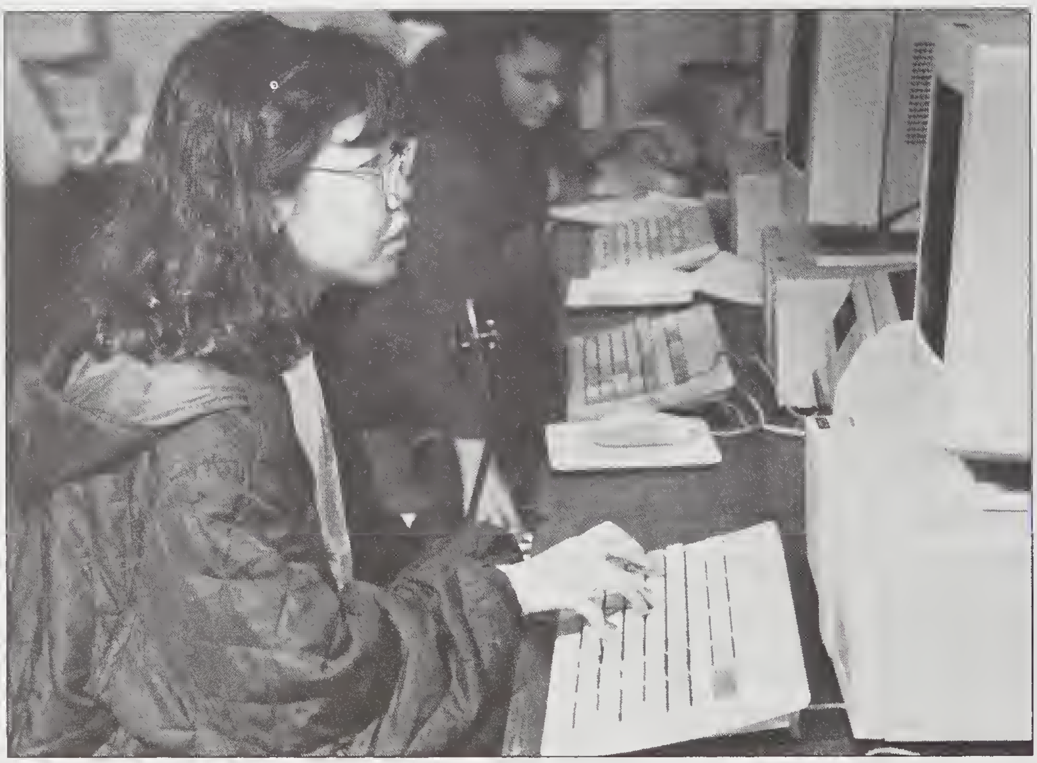
Research in Communication (1-6, repeatable). Prerequisites, INLS 382 and permission of instructor. Supports individual and small group research undertaken by doctoral students in communication intended to produce research results of publishable quality. Staff.

393 **Master's Paper** (0-3). Required of all master's students. Staff.

394 **Doctoral Dissertation** (3 or more). Staff.

399 **Research in Information and Library Science** (1-6, repeatable). Prerequisites, doctoral status and permission of instructor. Supports individual and small group research undertaken by doctoral students in information and library science intended to produce research results of publishable quality. Staff.

400 **General Registration** (0).



The University of North Carolina at Chapel Hill

Administration

Michael K. Hooker, B.A, M.A, Ph.D.
Chancellor

Arch T. Allen, LL.B., J.D.
Vice Chancellor for Development and University Relations

Robert J. Cannon, B.A., M.A., Ph.D.
Affirmative Action Officer

Susan H. Ehringhaus, J.D.
Assistant to the Chancellor and Senior University Counsel

H. Garland Hershey Jr., D.D.S., M.S.
Vice Chancellor for Health Affairs and Vice Provost

Douglass Hunt, A.B., LL.B.
Adviser to the Chancellor for Governmental Affairs

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Vice Chancellor for Business and Finance

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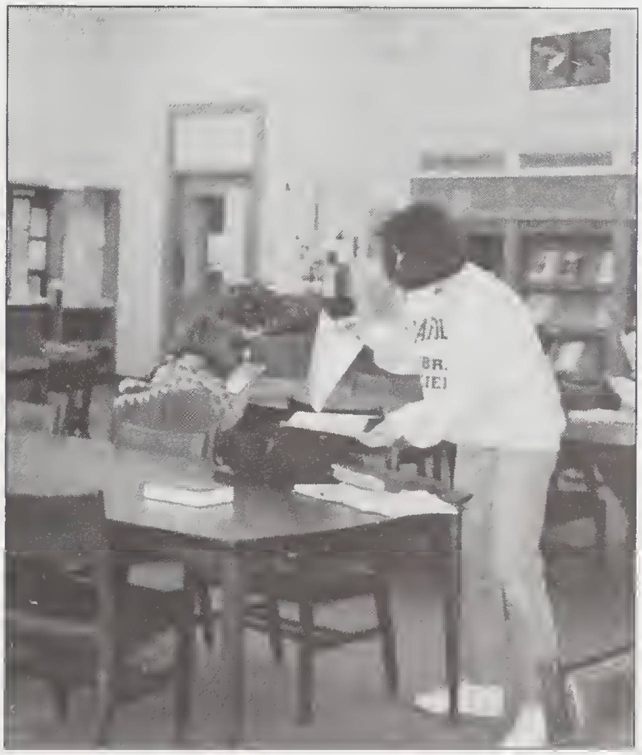
Vice Chancellor for Academic Affairs, Provost, and Executive Vice Chancellor

Thomas J. Meyer, B.S., Ph.D.
Vice Chancellor for Graduate Studies and Research

John D. Swofford, A.B., M.Ed.
Director of Athletics

Harold G. Wallace, B.S., M.Div.
Vice Chancellor for University Affairs

Edith M. Wiggins, B.A., M.S.W.
Interim Vice Chancellor and Dean for Student Affairs



Scott F. Barker

Mary E. Cameron

Melissa M. Cain

Geralyne W. Compton

School of Information and Library Science Administrative Board

Barbara B. Moran, Ph.D.
Dean

Elfreda A. Chatman, Ph.D.
Professor of Information and Library Science

William H. Graves, Ph.D.
Associate Provost for Information Technology

Stephanie W. Haas, Ph.D.
Associate Professor of Information and Library Science

Paul Solomon
Assistant Professor of Information and Library Science

Chuck Stone Jr., Ph.D.
Walter Spearman Professor of Journalism and Mass Communication

Diane C. Strauss, M.S. in L.S.
Associate University Librarian for Public Service, Academic Affairs Library

Carl P. Zeithaml, D.B.A.
Professor of Business Administration

School of Information and Library Science Administration and Staff

Barbara B. Moran, Ph.D.
Dean

Jerry D. Saye, Ph.D.
Assistant Dean

Scott F. Barker, M.S. in Information Resources Management
Director of Computing and Networking Services

Melissa M. Cain, M.S. in L.S.
Director of Development

Mary E. Cameron, M.S. in L.S.
Director of Alumni and Public Relations

Susan G. Thomas
Administrative Assistant to the Dean

Geralyne W. Compton
Administrative Manager

Teresa W. Griffin
Student Services Assistant

Betty Kompst
Student Services Manager

Marcia Tauber
Faculty Secretary

Gillian M. Debreczeny, M.S. in L.S.
Librarian of the School of Information and Library Science

Jennifer A. Richards
Library Technical Assistant

Betty Kompst

Marcia Tauber

Susan Thomas

Faculty and Their Teaching and Research Interests

Faculty

Elfreda A. Chatman

Professor. B.S., Youngstown State University; M.S.L.S., Case Western Reserve University; C.A.S., Ph.D., University of California at Berkeley. Public Librarianship, Management of Information Agencies, Ethnographic Studies of Information Use, Information Diffusion.

Evelyn H. Daniel

Professor. A.B., The University of North Carolina at Wilmington; M.L.S., Ph.D., University of Maryland. Information Resources Management, Organization Theory, Special Librarianship, School Librarianship.

Claudia Gollop

Assistant Professor. B.A., City College-CUNY; M.L.S., Columbia University; Ph.D., University of Pittsburgh. Reference Services, Information Resources, Ethics, Collection Development, Health Sciences Librarianship.

William H. Graves

Professor and Associate Provost for Information Technology. B.A., M.A., Ph.D., Indiana University. Information Policy Issues, Instructional Models Based on Information Technologies, Digital Networked Resources, Managing Information Infrastructure and Resources.

Stephanie W. Haas

Associate Professor. B.S., University of Connecticut; M.A.L.S., Wesleyan University; Ph.D., University of Pittsburgh. Natural Language Processing, Information Retrieval, Artificial ntelligence.

Joe A. Hewitt

Professor and Director of Academic Affairs Libraries and Associate Provost for University Libraries. B.A., M.S. in L.S., The University of North Carolina at Chapel Hill; Ph.D., University of Colorado. Administration of Technical Services, Academic Librarianship.

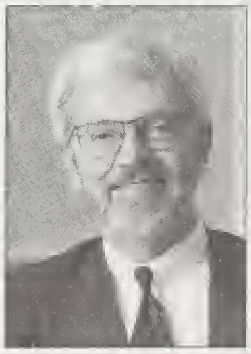
Edward G. Holley

William Rand Kenan Jr. Professor. B.A., David Lipscomb College; M.A., George Peabody College; Ph.D., University of Illinois. Academic Librarianship, Management of Information Agencies, History of Libraries and Librarianship, Professional Leadership Issues.

Elfreda A. Chatman

Evelyn H. Daniel

Claudia Gollop


William H. Graves

Stephanie W. Haas

Joe A. Hewitt

Edward G. Holley

Robert M. Losee

Associate Professor. B.A., M.A. in L.S., University of Wisconsin-Milwaukee; M.A., Ph.D., University of Chicago. Information Retrieval, Automating Information Systems, Decision Making.

Barbara B. Moran

Dean and Professor. A.B., Mount Holyoke College; M.Ln., Emory University; Ph.D., State University of New York at Buffalo. Academic Librarianship, Management of Information Agencies, Human Resources Management, Popular Materials, Research Methods.

Sydney J. Pierce

Associate Professor. B.A., Russell Sage College; M.L.S., State University of New York at Albany; M.A. and Ph.D., University of Rochester; Ph.D. Indiana University. Collection Development, Information Use and Services, Reference, Social Sciences and Humanities Information Sources.

Jerry D. Saye

Associate Professor and Assistant Dean. B.S., Wisconsin State University-Oshkosh; M.L.S., Ph.D., University of Pittsburgh. Organization of Materials, Records Management, Cataloging and Classification, Technical Services, Abstracting and Indexing.

William M. Shaw Jr.

Professor. A.B., William Jewell College; M.S.L.S., Case Western Reserve University; M.A., Ph.D., University of Missouri. Library Effectiveness, Scholarly Communication, Information Retrieval, Clustering and Classification.

Paul Solomon

Assistant Professor. B.S., Pennsylvania State University; M.B.A., University of Washington; M.L.S., Ph.D., University of Maryland. Information systems, Decision Making, Methods of User-Based Analysis in Information Systems.

Susan Steinfirst

Professor. B.A., Sarah Lawrence College; M.L.S., University of Maryland; Ph.D., University of Pittsburgh. History of Children's Literature, Materials and Services for Children and Young Adults, History of Books and Printing, Folklore.

Helen R. Tibbo

Associate Professor. B.A., Bridgewater State College; M.L.S., Indiana University; M.A., Ph.D., University of Maryland. Archives and Records Management, Information Services, Electronic Information Retrieval.

Barbara M. Wildemuth

Associate Professor. B.M.Ed., North Central College; M.L.S., University of Illinois; M.Ed., Rutgers University; Ph.D., Drexel University. Adoption and Use of Information Technologies, Information-Seeking Behaviors and Information Use, Design and Evaluation of Information Systems.

Robert M. Losee

Barbara B. Moran

Sydney J. Pierce

Jerry D. Saye

William M. Shaw Jr.

Adjunct Faculty

Laura N. Gasaway

Adjunct Professor, Professor of Law and Law Librarian. B.A., M.L.S., Texas Woman's University; J.D., University of Houston. Law Librarianship, Copyright Law, First Amendment Issues.

Paul Jones

Lecturer. B.S., North Carolina State University; M.F.A., Warren Wilson College. Advanced Internet Applications and Issues, Designing Today's Information Distribution Systems, Multimedia Publishing.

Charles B. McNamara

Adjunct Associate Professor and Curator of Rare Books. B.S., Spring Hill College; M.S.L.S., Columbia University; M.A., Ph.D., Fordham University. Rare Books, Archives and Manuscripts, Special Collections.

Jan Paris

Adjunct Instructor and Conservator. B.F.A., Philadelphia College of Art; M.S. in L.S., Advanced Certificate in Library and Archives Conservation, Columbia University. Library and Archives Preservation.

Ida M. Reed

Adjunct Professor and Music Librarian. B.A., Florida Presbyterian; M.A., M.L.S., University of Pittsburgh. Music Librarianship.

Diane C. Strauss

Adjunct Professor and Associate University Librarian for Public Service. B.S., University of Wisconsin-Milwaukee; M.S. in L.S., University of Wisconsin-Madison. Business Information Sources.

Paul Solomon

Susan Steinfirst

Helen R. Tibbo

Barbara M. Wildemuth

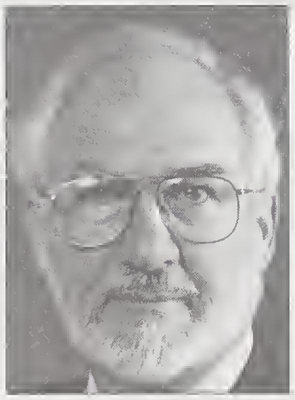
Frederick G. Kilgour

Distinguished Research Faculty

Frederick G. Kilgour

Distinguished Research Professor. A.B., Harvard College; LL.D., Marietta College, College of Wooster; L.H.D., Ohio State University, Denison University, University of Missouri-Kansas City. *Use of Information in Library Materials.*

Lester E. Asheim



Charles T. Meadow

Emeritus Faculty

Lester E. Asheim, B.A., B.A.L.S., M.A., Ph.D., William Rand Kenan Jr. Professor of Library Science, Emeritus.

Robert N. Broadus, B.A., B.L.S., Ph.D., Professor, Emeritus.

Raymond L. Carpenter, A.B., M.A., M.S. in L.S., Ph.D., Professor, Emeritus.

Mildred H. Downing, B.A., M.S.L.S., Ph.D., Assistant Professor, Emerita.

Jean Freeman, B.A., A.B.L.A., Lecturer, Emerita.

James F. Govan, B.A., M.A., Ph.D., Professor, Emeritus.

Mary E. Kingsbury, B.A., M.A.L.S., M.Ed., Ph.D., J.D., Professor, Emerita.

Gertrude London, (Dip. de Professur de Français a L'Etranger, Docteur de L'Universite de Paris, Academic Post-graduate Dep. in Librarianship), Associate Professor, Emerita.

Charles Haynes McMullen, A.B., B.S. in L.S., M.S., Ph.D., Professor, Emeritus.

Mary W. Oliver, A.B., B.S., J.D., Professor of Law and Library Service, Emerita.

Jerrold Orne, B.A., B.S., M.A., Ph.D., Professor, Emeritus.

Visiting Faculty, 1994-95

Pauletta Bracy, Ph.D.

Kathleen Brown, Ph.D.

Mary Ann Brown, Ph.D.

Michael Burris, M.S.

Nancy Everhart, Ph.D.

James Gogan, B.A.

Tom Kochtanek, Ph.D.

Charles T. Meadow, M.S.

Eric Morgan, M.I.S.

Ruth Palmquist, Ph.D.

Victoria Pendleton, M.L.S.

Cynthia Rhine, M.I.S.

Lauren Sapp, Ph.D.

Martha Smith, Ph.D.

Gerry Solomon, M.L.S.

Deborah Swain, M.A.

Maxie Templeton, M.B.A.

Marcia Tuttle, M.S.L.S.

Terry L. Weech, Ph.D.

Paul Zhu, M.S.L.S.

Financial Information

Tuition and Fees

Rates Effective 1994-1995

An applicant who has been offered admission reserves his or her place by the payment of a $50.00 nonrefundable enrollment deposit that is credited toward tuition.

Tuition and fees are assessed on a semester basis and are due prior to registration. Tuition, fees, and room rent are subject to change without notice. Payments may be made in advance, in person, or by mail. MasterCard, Discover, and Visa credit cards are acceptable. Accounts not paid in full by the due date are subject to cancellation of registration.

Full-time Enrollment

(per academic year — two semesters)

	N.C. Resident	Nonresident
Tuition	$874.00	$8,400.00
Fees*	685.92	685.92
Total	1,559.92	9,085.92

Tuition and Fees by Hours

(per semester)

Hours (Thesis Only-No Credit)	$473.34	$1,029.34
-2.9 Credit Hours (& Thesis)	392.34	1,333.34
-5.9 Credit Hours (& Thesis)	522.21	2,403.21
-8.9 Credit Hours (& Thesis)	651.09	3,473.09
or more Credit Hours(& Thesis)	779.9	4,542.96

*All new graduate students are required to ay an orientation fee of $15.00 and an ID card e of $5.00 for their initial semester.

The last day to drop a course for credit on udent financial accounts is two weeks from the st day of classes for each semester.

Withdrawals are prorated over a period of nine weeks at a rate of one-tenth of the semester's bill after deduction of a $25.00 administrative charge. The last date for credit on student financial accounts for withdrawal is nine weeks after registration.

Statutory Provisions Offering Lower Tuition Rates

Legal residents of North Carolina who meet the requirements of N.C. Gen. Stat. #116-143.1 are entitled to pay a lower rate of tuition than nonresidents. Certain members of the armed services, and their qualifying dependent relatives who are not North Carolina legal residents may be allowed to pay tuition at less than the nonresident rate if they meet the requirements of N.C. Gen. Stat. #116-143.3. All students are responsible for being aware of the requirements concerning residence status. A full summary of information on these two provisions is set out in the Appendix.

Tuition Assistance for Virginia Applicants

Virginia residents may qualify for tuition assistance through the Commonwealth of Virginia Council of Higher Education. Applicants must apply for certification as a Virginia resident at the same time they submit their application for admission to the school. This tuition assistance program is available only for those students applying for one of the master's programs.

Request certification for the Virginia Library Science Tuition Assistance program from: Commonwealth of Virginia, Council of Higher Education, James Monroe Building, 101 North 14th Street, Richmond, Virginia 23219. Tuition assistance amounts will vary depending upon the number of Virginia students enrolled, but will not exceed the difference between N.C. resident and nonresident rates.

Housing Information

The Department of University Housing serves as an informational agency for campus housing. Information regarding residence hall acccommodations is available by writing to: Department of University Housing, Contracts Office, Carr Building #5500, The University of North Carolina at Chapel Hill, Chapel Hill, North Carolina 27599-5500. Telephone (919) 962-5401. Information regarding student family housing is available by writing to Manager, UNC Student Family Housing, Odum Village, Branson Street, Chapel Hill, North Carolina 27514. Telephone (919) 966-5661. Room rent is payable in advance for each semester. Rent for student family apartments requires an initial deposit and is then payable monthly.

Overview of Financial Assistance

Financial support for graduate students is offered in the form of (1) fellowships and assistantships from the School of Information and Library Science; (2) University fellowships and assistantships; (3) GI benefits; (4) grants and other awards sponsored through federal, state, and private agencies; and (5) student loans. A student receiving financial support from the University or School of Information and Library Science, whether through a nonservice fellowship or a service appointment, is expected to take a full-time program of study leading toward a degree. Any student receiving an award must enroll for at least nine credit hours in each fall and spring academic term during the tenure of the award.

In the past five years more than half the school's students have received financial aid from the school or the Graduate School during the course of their study. For most of these awards applicants compete based on academic merit. Another substantial number of students secured part-time employment in area libraries and information agencies.

A space is provided on the School of Information and Library Science application to apply for financial assistance. Applicants requesting consideration for service awards should additionally include a resumé listing employment responsibilities. Applicants whose materials are received by the School of Information and Library Science by January 31 receive first consideration for financial aid awards. A small number of awards may be available after that time, but the majority, including all awards through the Graduate School, will be granted to those who apply by January 31, to enter the program in the fall (or summer) semester.

Nonservice Awards

The School of Information and Library Science awards a number of fellowships. The awards are made on the basis of academic record, personal qualifications for work in the field of library and information science, and GRE scores. They normally are awarded for one year only. Awardees are responsible for applicable tuition and fees.

Fellowships for Master's Students

The Susan Grey Akers Fellowship, $3,500; one or two per year.

The Margaret Ellen Kalp Fellowship, $2,500-$3,000; number available varies.

The Evelyn J. Bishop Tuitional Fellowship, one semester tuition and fees paid for a North Carolina resident; one per year.

The Kathleen McNiece Moore Fellowship in Children's Library Services, $2,500; one per year.

Beta Phi Mu-Epsilon Chapter Scholarship award to a rising second-year student with strong potential for future nomination to Beta Phi Mu honor society, $500.

Special Fellowship for Library Work with Children and Young Adults, $2,500; one per year.

Lisa Burmeister Computer and Information Science Fellowship, $2,000; one per year.

H. W. Wilson Fellowship, $5,000; one per year.

MCI Fellowship in Information Science, $2,500; four per year.

Fellowships for Doctoral Students

The Margaret Ellen Kalp Fellowship for Doctoral Study is awarded to a student with a uperior record, significant professional contribu- ions, and experience in work with children and oung people. The award carries a variable tipend for one year.

The Louis Round Wilson Fellowship is vailable for a student with high professional romise or contributions and a superior record. It arries a stipend of $2,000 for one year.

The Lester Asheim Scholarship is warded based on scholastic ability, need, and otential for making a positive professional ontribution to the advancement of library and nformation services and research. The scholar- hip amount will be at least $1,000 for one year.

The Graduate School offers approximately en named fellowships to entering doctoral tudents each year. Fellows must be nominated by heir school or department. The award is $14,000 er year and payment of tuition and fees, for hree years.

Service Awards

Tuition Awards for Master's Students

Carnegie Tuitional Fellowships provide tuition and fees for North Carolina residents enrolled in the master's program. Recipients are required to work five hours per week in the SILS library during each semester and each summer term in which they receive this aid. Two to three are normally awarded per year.

Graduate Assistantships in University Libraries for Master's Students

A number of assistantships are available in the University Libraries. These require fifteen hours of service per week in the first semester of appointment and twenty hours of service per week in succeeding semesters. They carry a monthly stipend of $490 in the first semester and $653 thereafter. Appointments are normally made for one calendar year with renewal for one year contingent upon performance in the assistantship position and in the School of Information and Library Science. Tuition assistance for recipients who are not N.C. residents may be available. There are a limited number of remissions to the in-state tuition rate; the school will petition the University and notify the student after enrollment, if the remission can be granted.

Merit Assistantship for Doctoral Study

The Graduate School awards a merit assistantship based on nomination from SILS. The stipend is $9,000 for one year, and tuition differential payment for an out-of-state resident. Service responsibilities of ten hours per week will be assigned.

Faculty and Laboratory Assistantships

Occasionally funds are available for assistantships that support members of this faculty in their research and teaching duties and support the services offered by the computing lab. These require 165 hours of service per semester at a stipend of at least $1,500 per semester.

EPA Assistantships

Through a contract with the U.S. Environmental Protection Agency to provide library and information service, a number of assistantships are available in the EPA Library and in the National Institute of Environmental Health Sciences (NIEHS) Library in the Research Triangle Park. Initial appointments are for one year, with the possibility of renewal for an additional six months contingent upon performance in the assistantship and in the School of Information and Library Science. These positions require twenty hours of service per week, for a salary of $11,400 per year. Students are eligible to apply for these assistantships after completion of one full-time semester in the SILS program.

Residence Hall Staff Positions

Students who have had experience in residence hall living may apply for resident assistantships (RAs) and positions as assistant resident directors (ARDs) by writing for further information and application forms to the Department of University Housing, Carr Building, CB #5500. An interview will be required, and applications should be returned by January 15.

Achievement Awards

Each year a faculty committee selects the two best master's papers to receive a Dean's Achievement Award, a certificate, and a check for $100. UNC-Chapel Hill's local chapter of Beta Phi Mu, the Epsilon Chapter, gives the Beta Phi Mu Award of $100 to the graduate with the highest grade point average for the preceding year.

Minority Merit Assistantships

Black American and Native American students may be eligible for special financial assistance for one academic year, in the amount of $9,000 for master's students, or $11,000 for doctoral students. These awards are made directly by the Graduate School. The School of Information and Library Science nominates students for consideration by the Graduate School.

Minority Doctoral Fellowships

A stipend of $9,000 for one academic year is provided for Black American residents of North Carolina who are selected to participate. Recipients must be full-time students pursuing doctoral degrees at The University of North Carolina at Chapel Hill. These awards are made directly by the Graduate School. The School of Information and Library Science nominates students for consideration by the Graduate School.

Fellowships and Other Awards from Outside Sources

Students interested in awards offered by sources outside the University must apply directly to the granting agency. The school maintains notices that have been received concerning grants and awards, and may have information to send applicants, upon request.

Other Financial Aid

The University's Office of Scholarships and Student Aid processes loan and Federal work-study applications for graduate students with documented financial need. Applications for these loans and assistantships should be made by March 1 to the Office of Scholarships and Student Aid, 300 Vance Hall, CB #2300, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-2300. Telephone (919) 962-8396.

Other Work Opportunities

There are numerous student assistant positions available in campus and off-campus libraries and information agencies for students in programs of the School of Information and Library Science. Students must apply directly to the individual libraries for these positions.

The University of North Carolina

Sixteen Constituent Institutions

General Administration

C. D. Spangler Jr., B.S., M.B.A., D.H.L., LL.D.
President

William F. Little, B.S., M.A., Ph.D.
Senior Vice President and
Vice President for Academic Affairs

Roy Carroll, B.A., M.A., Ph.D.
Vice President for Planning

Nathan F. Simms Jr., B.S., M.S., Ph.D.
Vice President for Student Services and
Special Programs

William O. McCoy, B.S., M.S.
Interim Vice President for Finance

Jasper D. Memory, B.S., Ph.D.
Vice President for Research

Wyndham Robertson, A.B.
Vice President for Communications

David G. Martin Jr., B.A., LL.B.
Vice President for Public Affairs

Rosalind Fuse-Hall, B.S., J.D.
Secretary of the University

Richard H. Robinson Jr., A.B., LL.B.
Assistant to the President
for Legal Affairs

The Old Well at UNC.

History of the University

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. The University of North Carolina at Chapel Hill is one of sixteen constituent institutions of the multicampus state university.

The University of North Carolina, chartered by the North Carolina General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of The University of North Carolina was at Chapel Hill.

In 1877 the North Carolina General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically Black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931 the North Carolina General Assembly redefined The University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now The University of North Carolina at Chapel Hill), North Carolina State College of Agriculture and Engineering at Raleigh (now North Carolina State University at Raleigh), and the North Carolina College for Women (Woman's College) at Greensboro (now The University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: The University of North Carolina at Charlotte, The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

In 1971 the General Assembly passed legislation bringing into The University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current sixteen-campus University. (In 1985 the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The thirty-two voting members of the board are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as nonvoting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a nonvoting member.

Each of the sixteen constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex officio. (The North Carolina School of the Arts has two additional ex officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

Appendix

Residence Status for Tuition Purposes

The information in this section comes from three sources: (1) North Carolina General Statutes, § 116-143.1, (2) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*, revised September 1985, (3) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.

The following sections summarize important aspects of the residency law. A complete explanation of the statute and the procedures under the statute is contained in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes* (hereafter referred to as "the manual"). This manual and other information concerning the application of this law are available for inspection in the Admissions Offices of the University. Copies of the manual are also on reserve at the Robert B. House Undergraduate Library and in the Reserve Reading Room of the Health Sciences Library. All students are responsible for knowing the contents of the statute and the manual.

Every applicant for admission is required to make a statement of his or her length of residence in North Carolina. A person who qualifies as a resident for tuition purposes under North Carolina law pays a lower rate of tuition than a nonresident. To qualify for in-state tuition, a legal resident must have been domiciled in North Carolina for at least twelve months immediately prior to the beginning of the term for which classification as a resident for tuition purposes is sought. The student must also establish that his or her presence in the state during such twelve-month period was for purposes of maintaining a bona fide domicile rather than for purposes of maintaining a mere temporary residence incident to enrollment in an institution of higher education. Domicile means one's permanent home of indefinite duration, as distinguished from a temporary place of abode. Domicile is synonymous with legal residence and is established by being physically present in a place with the concurrent intent to make that place a domicile. To determine intent, the University evaluates an individual's objectively verifiable conduct as an indicator of his or her state of mind.

Procedural Information

General. A student admitted to initial enrollment in an institution (or permitted to reenroll following an absence that involved a formal withdrawal from enrollment) is classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual matriculation. In the absence of a current and final determination of the student's residence prior to matriculation, the student is classified as a nonresident for tuition purposes. The institution will thereafter reach a final determination of the student's residence status. Unless a person supplies enough information to allow the admissions officer to classify him or her as a resident for tuition purposes, the person will be classified a nonresident for tuition purposes. A residence classification once assigned (and confirmed pursuant to any appellate process invoked) may be changed thereafter (with a corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic calendar.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is required to be treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence classification for tuition purposes. The residence classification of a student by one institution is not binding on another institution. The North Carolina institutions of higher education will assist each other by supplying residency information and classification records concerning a student to another classifying institution upon request.

The transfer into or admission to a different component of the same institution (e.g., from an undergraduate to a graduate or professional program) is not construed as a transfer from one institution to another and thus does not by itself require a reclassification inquiry unless (1) the affected student requests a reclassification inquiry or (2) the transfer or enrollment occurs following the lapse of more than one quarter, semester, or term during which the individual was not enrolled as a student.

Responsibility of Students and Prospective Students. Any student or prospective student in doubt concerning his or her residence status is responsible for securing a ruling by completing an application for resident status and filing it with the admissions officer. The student who subsequently becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, is responsible for immediately informing the Office of Admissions in writing of his or her new status. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

Application Process. A person may obtain an application for resident status from his or her admissions office. Applicants for admission who claim eligibility for the in-state tuition rate customarily complete a two-page residency application as a part of the admissions application packet. Some applicants for admission will thereafter be required to complete a more detailed four-page residency application. Enrolled students seeking a change from nonresident to resident status are required to complete a four-page residency application. All applications for resident status must be filed with the proper admissions office before the end of the term for which resident status for tuition purposes is sought. The last day of the final examination period is considered the last day of the term.

After filing a resident status application, a person may receive a letter from his or her admissions office requesting more information in connection with that application. When a student receives such a request before the end of the term for which classification is sought, he or she must respond to that request no later than three weeks after the end of the term. If the student receives the request for supplemental information after the end of the term in question, he or she must supply the requested information within three weeks after receipt of the request. Failure to supply the requested information within the specified time limit will result in a continuation of the student's nonresident classification unless good cause is shown for such failure.

The admissions office may require an applicant for admission to file a residency application or respond to a request for more information more quickly when residence status is a factor in the admissions decision.

The pamphlet *Information About Resident Status for Tuition Purposes* contains more details about the residency application process and is available at all admissions offices.

Fraudulent Applications. If a student is classified a resident for tuition purposes after submitting falsified residency information or after knowingly withholding residency information, the student's application for in-state tuition status is fraudulent. The institution may reexamine any application suspected of being fraudulent and, if warranted, will change the student's residence status retroactively to the beginning of the term for which the student originally made the fraudulent application. If this occurs, the student must pay the out-of-state tuition differential for all the enrolled terms intervening between the fraudulent application and its discovery. Further, knowing falsification of responses on a resident status application may subject the applicant to disciplinary action, including dismissal from the institution.

Burden of Proof and Statutory Prima Facie Evidence. A person has the burden of establishing facts that justify his or her classification as a resident for tuition purposes. The balancing of all the evidence must produce a preponderance of evidence supporting the assertion of in-state residence. Under the statute, proof of resident status is controlled initially by one of two evidentiary beginning points which are stated in terms of prima facie evidence.

a. Even if the person is an adult, if his or her parents (or court-appointed guardian in the case of some minors) are not legal residents of North Carolina, this is prima facie evidence that the person is not a legal resident of North Carolina unless he or she has lived in this state the five consecutive years prior to enrolling or reregistering. To overcome this prima facie showing of nonresidence, a person must produce evidence that he or she is a North Carolina domiciliary despite the parents' nonresident status.

b. Conversely, if the person's parents are domiciliaries of North Carolina under the Statute, this fact constitutes prima facie evidence that the person is a domiciliary of North Carolina. This prima facie showing may also be overcome by other evidence to the contrary. If a person has neither living parents nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

Erroneous Notices Concerning Classification. If a student who has been found to be a nonresident for tuition purposes receives an erroneous written notice from an institutional officer identifying the student as a resident for tuition purposes, the student is not responsible for paying the out-of-state tuition differential for any enrolled term beginning before the classifying institution notifies the student that the prior notice was erroneous.

Grace Period. If a student has been properly classified as a North Carolina resident for tuition purposes and, thereafter, his or her state of legal residence changes while he or she is enrolled in a North Carolina public institution of higher education, the statute provides for a grace period during which the student is allowed to pay tuition at the in-state rate despite the fact that the student is no longer a North Carolina legal resident. This grace period extends for a minimum of twelve months from the date of change in legal residence, and if the twelve-month period ends during a semester or academic term in which the student is enrolled, the grace period extends also to the end of that semester or academic term.

Reacquisition of Resident Tuition Status. The prescribed twelve-month period of legal residence may be shortened if the person seeking to be classified as a resident for tuition purposes was formerly classified a North Carolina resident for tuition purposes, abandoned North Carolina domicile, and reestablished North Carolina domicile within twelve months after abandoning it. Interested persons should consult their admissions offices for a detailed explanation of the conditions which must be met to qualify under this section.

Appeals. A student appeal of a classification decision made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within fifteen working days after the student receives notice of the classification decision. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and on request of the student, he or she is afforded the opportunity to appear and be heard by the committee. Any student desiring to appeal a decision of the Residence Status Committee must give notice in writing of that fact (within ten days of receipt of the committee's decision) to the chairman of the Residence Status Committee, and the chairman promptly processes the appeal for transmittal to the State Residence Committee.

Tuition Payment. It is the responsibility of the student to pay tuition at the rate charged and billed while an appeal is pending. In effect, the student who is classified a nonresident at the time of tuition billing pays the nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he or she pays the resident rate. Any necessary adjustments in the rate paid will be made at the conclusion of the appeal.

If a student withdraws from the University during a fall or spring semester, tuition and fees will be prorated over a period of nine weeks at a rate of one-tenth of the term's bill each week after deduction of an administrative charge. If a student withdraws during a summer session, tuition and fees will be prorated over a period of three weeks at a rate of one-fourth of the term's bill each week after deduction of the administrative charge. If a student drops the only course he or she is taking, this constitutes a withdrawal from the University.

Application of the Law to Specific Situations

Aliens. Aliens who are permanent residents of the United States, or who hold a visa that will permit eventual permanent residence in the United States, are subject to the same considerations with respect to determination of legal residence as citizens. An alien abiding in the United States under a visa conditioned at least in part upon intent not to abandon a foreign domicile (B, F, H, and J visas) cannot be classified a resident. An alien abiding in the United States under a visa issued for a purpose that is so restricted as to be fundamentally incompatible with an assertion by the alien of bona fide intent to establish a legal residence (C, D, and M visas) cannot be classified a resident.

Possession of certain other immigration documents may also allow an alien to be considered for in-state tuition status. For more details, aliens should consult their admissions offices and the manual. Aliens must file a Residence Status Supplemental Form in addition to the forms normally required of applicants for resident status for tuition purposes.

Married Persons. The domicile of a married person, irrespective of sex, is determined by reference to all relevant evidence of domiciliary intent. No person is precluded, solely by reason of marriage to a person domiciled outside of North Carolina, from establishing or maintaining legal residence in North Carolina. No person is deemed, solely by reason of marriage to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina. The fact of marriage and the place of the domicile of his or her spouse are deemed relevant evidence to be considered in ascertaining domiciliary intent.

If a person otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina before the beginning of the term for which resident status is sought, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than twelve months, by reference to the length of the legal residence of the person's spouse, if the spouse has been a legal resident of the state for the requisite twelve-month period.

Military Personnel. The domicile of a person employed by the federal government is not necessarily affected by assignment in or reassignment out of North Carolina. Such a person may establish domicile by the usual requirements of residential act plus intent. No person loses his or her in-state resident status solely by serving in the armed forces outside of the state of North Carolina.

Minors. A minor is any person who has not reached the age of eighteen years. Under the common law, a minor child whose parents are not divorced or legally separated is presumed to have the domicile of his or her father. This presumption may be rebutted if a preponderance of the evidence indicates that the mother and father have separate domiciles and that, under the circumstances, the child can fairly be said to derive his or her domicile from the mother. If the father is deceased, the domicile of the minor is that of the surviving mother. If the parents are divorced or legally separated, the domicile of the minor is that of the parent having custody by virtue of a court order; or, if no custody has been granted by virtue of court order, the domicile of the minor is that of the parent with whom he or she lives; or, if the minor lives with neither parent, in the absence of a custody award, the domicile of the minor is presumed to remain that of the father. If the minor lives for part of the year with each parent, in the absence of a custody award, the minor's domicile is presumed to remain that of the father. These common law presumptions control even if the minor has lived in North Carolina for five years as set forth above in Burden of Proof and Statutory Prima Facie Evidence, ubsection a.

In determining residence status for tuition purposes, here are three exceptions to the above provisions:

1. If a minor's parents are divorced, separated, or therwise living apart and one parent is a legal resident of North Carolina, during the time period when that parent is ntitled to claim, and does claim, the minor as a dependent n the North Carolina individual income tax return, the minor is deemed to be a legal resident of North Carolina for ition purposes, notwithstanding any judicially determined ustody award with respect to the minor.

If immediately prior to his or her eighteenth birthday a erson would have been deemed a North Carolina legal resident under this provision but he or she achieves majority before enrolling in a North Carolina institution of higher education, that person will not lose the benefit of this provision if the following conditions are met:

a. Upon achieving majority the person must act, as much as possible, in a manner consistent with bona fide legal residence in North Carolina; and

b. The person must begin enrollment at a North Carolina institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at the institution.

2. If immediately prior to beginning an enrolled term the minor has lived in North Carolina for five or more consecutive years in the home of an adult relative (other than a parent) who is a legal resident of North Carolina, and if the adult relative during those years has functioned as a de facto guardian of the minor, then the minor is considered a legal resident of North Carolina for tuition purposes. If a minor qualified for resident status for tuition purposes under this provision immediately prior to his or her eighteenth birthday, then, upon becoming eighteen, he or she will be deemed a legal resident of North Carolina of at least twelve months' duration.

3. Even though a person is a minor, under certain circumstances the person may be treated by the law as being sufficiently independent from his or her parents as to enjoy a species of adulthood for legal purposes. If the minor marries or obtains a judicial decree of emancipation under N.C. Gen. Stat. § 7A-717, et seq., he or she is emancipated. The consequence, for present purposes, of such emancipation is that the affected person is presumed to be capable of establishing a domicile independent of that of the parents; it remains for that person to demonstrate that a separate domicile has, in fact, been established.

Prisoners. There are special provisions concerning domicile of prisoners. For more information, persons to whom these provisions may apply should consult the manual.

Property and Taxes. Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.

Students or prospective students who believe that they are entitled to be classified residents for tuition purposes should be aware that the processing of requests and appeals can take a considerable amount of time. A student is more likely to obtain a final decision on an application before tuition payment is due if he or she files the application several months in advance.

Military Tuition Benefit

The information in this section comes from three sources: (1) North Carolina General Statutes, § 116-143.3, (2) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*, revised September 1985, (3) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes and Determination of Eligibility for the Special Military Tuition Benefit.

Certain members of the Armed Services and their dependent relatives who are not residents for tuition purposes may become eligible to be charged less than the out-of-state tuition rate under N.C. Gen. Stat. § 116-143.3, the military tuition benefit provision. Any person seeking the military tuition benefit must qualify for admission to UNC-Chapel Hill and must file an application for the benefit with his or her admissions office before the first day of classes of the term for which he or she initially seeks the benefit. To remain eligible to receive the military tuition benefit, he or she must file another application for the benefit before the first day of classes of the first term in which he or she is enrolled in each academic year. The burden of proving eligibility for the military tuition benefit lies with the applicant for the benefit, and the application and all required supporting affidavits must be complete and in proper order before the first day of classes of the term in question. Because of the time involved in securing the necessary affidavits from the appropriate military authorities, prospective applicants for the military tuition benefit are urged to secure application forms from their admissions offices and begin the application process several weeks before the first day of classes of the term for which they seek the benefit.

Eligibility of Members of the Armed Services. Eligible members of the Armed Services pay a rate of tuition computed by applying a statutory formula which is dependent, in part, on the amount of money payable by their Service employer to them or to the institution by reason of their enrollment. Application of the statutory formula yields the following results: if the service member's education is being fully funded by the Service employer, the amount of tuition owed is equal to out-of-state tuition; if the member's education is not being funded by his or her Service employer, he or she pays an amount equal to in-state tuition; and if the Service employer is providing partial educational funding, the amount of tuition owed depends on the amount of funding contributed by the Service employer.

To be eligible for this military tuition benefit, the individual must be

a. a member of the United States Air Force, Army, Coast Guard, Marine Corps, Navy, North Carolina National Guard, or a reserve component of one of these services; and

b. abiding in North Carolina incident to active military duty performed at or from a duty station in North Carolina.

Eligibility of Dependent Relatives of Service Members. If the service member meets the conditions set forth above, his or her dependent relatives may be eligible to pay the in-state tuition rate if they share the service member's North Carolina abode, if they have complied with the requirements of the Selective Service System (if applicable), and if they qualify as military dependents of the service member.

If the service member voluntarily ceases to live in North Carolina or is involuntarily absent from the state on military orders (other than absences on routine maneuvers and temporary assignments), he or she is deemed to have moved his or her abode from North Carolina. If a dependent relative of a service member has become eligible for the military tuition benefit, and after the beginning of the term of eligibility the service member moves his or her abode from North Carolina, the dependent relative will continue to be eligible for the military tuition benefit only for the remainder of that academic year. An academic year runs from the first day of classes of the fall semester through the last day of exams of the following summer session, second term.

For a detailed explanation of the military tuition benefit provision (including an explanation of the formula used to compute the tuition rate for service members), a complete list of categories of persons who are considered "dependent relatives" for purposes of establishing eligibility for the military tuition benefit, and information about the registration requirements of the Selective Service System, applicants should consult *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes* (as amended September 1985). This manual is available for inspection in the Admissions Offices of the University. Copies of the manual are also on reserve at the Robert B. House Undergraduate Library and in the Reserve Reading Room of the Health Sciences Library.

Appeals of Eligibility Determinations of Admissions Officers. A student appeal of an eligibility determination made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within fifteen working days after the student receives notice of the eligibility determination. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and, on request by the student, is afforded an opportunity to appear and be heard by the committee.

Any student desiring to appeal a determination of the Residence Status Committee must give notice in writing of that fact to the chairman of the Residence Status Committee within ten days of receipt of the committee's decision. The chairman will promptly process the appeal for transmittal to the State Residence Committee.

Family Educational Rights and Privacy Act

As a general rule, under the federal Family Educational Rights and Privacy Act (FERPA), personally identifiable information may not be released from a student's education records without his or her prior written consent. Exceptions to this rule are set out in the FERPA regulations and the FERPA policy of The University of North Carolina at Chapel Hill.

UNC-Chapel Hill will disclose personally identifiable information from the education records of a student, without the student's prior written consent, to officials of another school or school system in which the student seeks or intends to enroll. UNC-Chapel Hill will also disclose personally identifiable information from an enrolled student's education records, without the student's prior written consent, to officials of another school or school system in which the student is contemporaneously enrolled. Time, building, and room number information from a student's class schedule will be disclosed to the University Police to assist them in serving the student with a warrant or subpoena.

UNC-Chapel Hill makes public certain information that has been designated as "directory information": the student's name; address (local and grade/billing addresses); student e-mail address; telephone listing (local and grade/billing telephone numbers); date and place of birth; county, state and/or U.S. territory from which the student originally enrolled; major field of study, class (junior, senior, etc.); enrollment status (full-time, half-time, or part-time); anticipated graduation date; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; and the most recent previous educational agency or institution attended by the student. Examples of ways in which some of this information is made public include: names of students who receive honors and awards, who make the Dean's List, who hold offices, or who are members of athletic teams. The annual commencement program publishes the names of degree candidates. The University also publishes the Campus Directory annually, and some professional and graduate student groups publish directories of students in their departments or schools.

Students who do not wish to have any or all directory information made public without their prior consent must send a signed and dated notice specifying items that are not to be published to the Office of the University Registrar, CB# 2100, 105 Hanes Hall, The University of North Carolina at Chapel Hill. To ensure that a listing for the student will not appear in the Campus Directory, this notice must be received by the office of the University Registrar by the end of the registration period for the semester or session of first enrollment or, following an absence, of reenrollment. Such a notice will be honored until the student graduates, ceases to attend, or withdraws from the University unless the student notifies the Office of the University Registrar to the contrary in writing.

Students also have the right to inspect their education records as defined in the FERPA regulations. They may not inspect financial records and statements of their parents; confidential letters of recommendation placed in their education records before 1 January 1975 (with some exceptions); or confidential letters of recommendation placed in their education records after 1 January 1975, if they have waived their rights to inspect and review such letters.

A student who believes that information in his or her education records is inaccurate or misleading or violates his or her privacy rights may request that the institution amend the records, and if the request is denied, he or she has the right to a hearing. If, after the hearing, the institution decides that the information is not inaccurate, misleading, or violative of privacy rights, the student has a right to place a statement in those records commenting on the information in question or giving the student's reasons for disagreeing with the institutional decision. The student may also place such a statement in his or her records in lieu of requesting a hearing if the student and the institution agree that an explanatory statement alone is the appropriate remedy. Complaints alleging violations of FERPA rights may also be filed with the U.S. Department of Education.

Questions about FERPA should be addressed to the Legal Adviser to the Special Assistant to the Chancellor (CB# 9150, 01 South Building). The text of FERPA and its regulations and the University's FERPA policy are also available for inspection in 01 South Building.

Expulsion

A student who has been expelled from an institution in he University of North Carolina system may not be admitted o another UNC-system school unless the institution that originally expelled the student rescinds that expulsion.

Firearms and Other Weapons

The possession of any gun, rifle, pistol, dynamite cartridge, bomb, grenade, mine, explosive, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, or any other weapons of like kind upon any University campus or in any University-owned or operated acility is unlawful and contrary to University policy. Violation of this prohibition is a misdemeanor punishable by a fine not to exceed $500 and/or six months' imprisonment, and may constitute a violation of the Campus Code.

Immunization Requirement

Effective 1 July 1986, North Carolina state law equires that no person shall attend a college or university in North Carolina unless a certificate of immunization ndicating that the person has received the immunizations equired by the law is presented to the college or university n or before the first day of matriculation. Students enrolled UNC-Chapel Hill on 1 July 1986 are exempt from this equirement.

If the UNC-Chapel Hill Medical History Form ontaining the certificate of immunization is not in the ossession of the UNC-Chapel Hill Student Health Service ten (10) days prior to the registration date, the University shall present a notice of deficiency to the person. The person shall have thirty (30) calendar days from the first day of attendance to obtain the required immunizations. Those persons who have not complied with the immunization requirements by the end of thirty calendar days will be administratively withdrawn from the University.

Policy on Illegal Drugs

I. Introduction.

The board of trustees of The University of North Carolina at Chapel Hill, in conformity with the direction of the Board of Governors of The University of North Carolina, hereby adopts this Policy on Illegal Drugs effective 24 August, 1988. It is applicable to all students, faculty members, admimistrators, and other employees.

II. Education, counseling and Rehabilitation.

A. The University of North Carolina has established and maintains a program of education designed to help all members of the university community avoid involvement with illegal drugs. This educational program emphasizes these subjects:

1. The incompatibility of the use or sale of illegal drugs with the goals of the university;

2. The legal consequences of involvement with illegal drugs;

3. The medical implications of the use of illegal drugs; and

4. The ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities.

B. The University of North Carolina at Chapel Hill provides information about drug counseling and rehabilitation services that are available to members of the University community through campus-based programs and through community-based organizations. Persons who voluntarily avail themselves of University services are hereby assured that applicable professional standards of confidentiality will be observed.

Enforcement and Penalties.

A. The University of North Carolina at Chapel Hill shall take all actions necessary, consistent with state and federal law and applicable University policy, to eliminate illegal drugs from the University community. The University's Policy on Illegal Drugs is publicized in catalogs and other materials prepared for all enrolled and prospective students and in materials distributed to faculty members, administrators, and other employees.

B. Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as controlled substances in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the University community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the University. It is not "double jeopardy" for both the civil authorities and the University to proceed against and punish a person for the same specified conduct. The University will initiate its own disciplinary proceeding against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the University.

C. Penalties will be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 3 of the Trustee Policies and Regulations Governing Academic Tenure in The University of North Carolina at Chapel Hill; by Section III.D of the Employment Policies for EPA Nonfaculty Employees of The University of North Carolina at Chapel Hill; by regulations of the State Personnel Commission, and the Disciplinary Procedure of the Staff Personnel Administration Guides (SPAG 37); by the Instrument of Student Judicial Governance; and by all other applicable provisions of the policies and procedures of The University of North Carolina at Chapel Hill.

D. The penalties to be imposed by the university may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. However, the following minimum penalties shall be imposed for the particular offenses described.

1. Trafficking in Illegal Drugs

a. For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedule I, N.C. Gen. Stat. 90-89, or Schedule II, N.C. Gen. Stat. 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualine), any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

b. For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N.C. Gen. Stat. 90-91 through 90-94, (including, but not limited to, marijuana, anabolic steroids, pentobarbital, codeine), the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Because the minimum penalty specified in this Section and required by the Board of Governors exceeds the maximum period of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject to the State Personnel Act is discharge.) For a second offense, any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

2. Illegal Possession of Drugs

a. For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. Gen. Stat. 90-89, or Schedule II, N.C. Gen. Stat. 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Because the minimum penalty specified in this Section and required by the Board of Governors exceeds the maximum period of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject to the State Personnel Act is discharge.)

b. For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, N.C. Gen. Stat. 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation. (If this balance for an employee subject to the State Personnel Act exceeds three days, that employee shall be discharged.)

c. For a second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, administrators, or other employees.

E. Suspension Pending Final Disposition

When a student, faculty member, administrator, or other employee has been charged by the University with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor, or in the Chancellor's absence, the Chancellor's designee concludes that the person's continued presence within the university community would constitute a clear and immediate danger to the health or welfare of other members of the university community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

Implementation and Reporting. Annually, the Chancellor shall submit to the Board of Trustees a report on campus activities related to illegal drugs for the preceding year. The reports shall include, as a minimum, the following:

(1) a listing of the major education activities conducted during the year;

(2) a report on any illegal drug-related incidents, including any sanctions imposed;

(3) an assessment by the Chancellor of the effectiveness of the campus program and;(4) any proposed changes in the Policy on Illegal Drugs.

A copy of the report shall be provided to the President, who shall confer with the Chancellor about the effectiveness of campus programs.

Master's/Doctoral Dissertation

Receipt of an approved master's thesis or doctoral dissertation in the Graduate School is tantamount to publication, and the thesis or dissertation will be available to the public in the University library and available for interlibrary loan. Honors theses are also made available to the public through the University Library. Other student papers may be put in campus libraries or otherwise made public in accordance with individual course or program requirements.

University Calendar 1995-1996

Fall Semester, 1995

August 10, Thursday	Telephone registration (TR II) for fall semester begins
August 23, Wednesday	Classes begin
August 29, Tuesday	Last day to add a course and end of late registration
September 4, Monday	HOLIDAY
September 5, Tuesday	Last day to reduce course load for credit on a student's financial account
October 4, Wednesday	Fall recess begins 5:00 P.M.
October 9, Monday	Classes resume 8:00 A.M.
October 12, Thursday	University Day
October 24, Tuesday	Last day to withdraw for credit on student's financial account
November 22, Wednesday	Thanksgiving recess begins 1:00 P.M.
November 27, Monday	Classes resume 8:00 A.M.
November 28, Tuesday	Last day for graduate students to drop a course
December 6, Wednesday	Fall semester classes end
December 8, Friday	Final signed copies of doctoral dissertations and master's theses for candidates for the December graduation must be filed in the Graduate School by this date
December 7-8, Thursday-Friday	Reading days
December 9-16, Saturday-Saturday	Final course examinations
December 17, Sunday	Commencement

Spring Semester. 1996

January 2, 1996, Monday	Telephone registration (TR II) begins
January 8, Monday	Classes begin
January 12, Friday	Last day for late registration
January 15, Monday	HOLIDAY
January 19, Friday	Last day to reduce course load for credit on student's financial account. (Dropping only course requires official withdrawal.)
January 19, Friday	Last day for submitting an application for a degree and an application for admission to candidacy for the master's degree and last day for submitting an application for doctoral degree for May Commencement
March 1, Friday	Spring recess begins at 5 P.M.
March 8, Friday	Last day to withdraw for credit on student's financial account
March 11, Monday	Classes resume at 8 A.M.
March 16, Saturday	Written examinations for master's candidates for May Commencement may not be taken after this date
March 16, Saturday	Telephone Registration for first summer session begins
April 5, Friday	HOLIDAY
April 9, Tuesday	Last day to drop a course
April 24, Wednesday	Final signed copies of all doctoral dissertations and master's theses for candidates for May Commencement must be filed in the Graduate School by this date
April 24, Wednesday	Last class day
April 25-26, Thursday-Friday	Reading days
April 27-May 4, Saturday-Saturday	Final course examinations
May 12, Sunday	Commencement

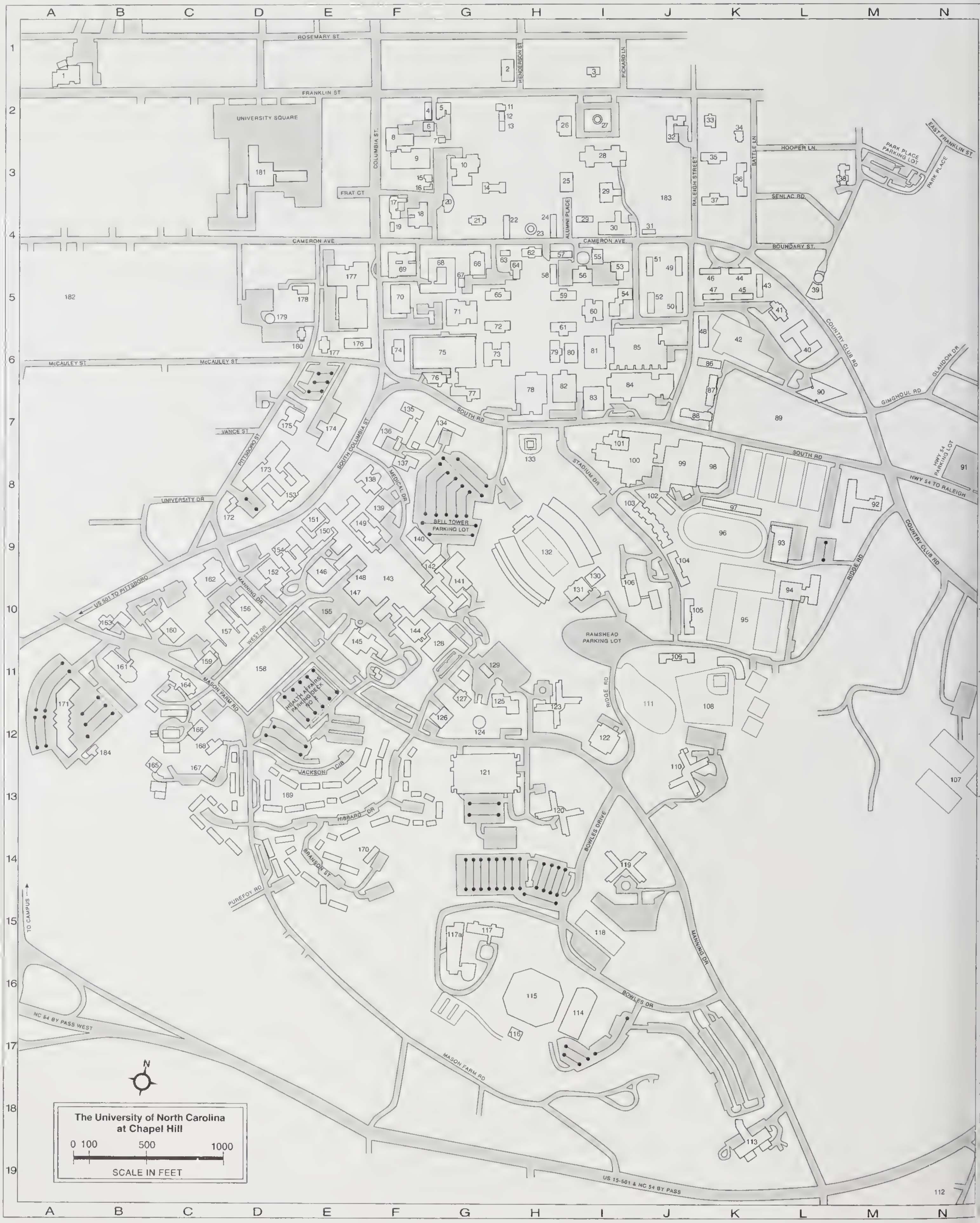
First Summer Session. 1996

May 20, Monday	Classes begin
May 21, Tuesday	Last day for late registration
May 27, Monday	HOLIDAY
June 7, Friday	Last day for submitting an application for a degree and an application for admission to candidacy for the master's degree and last day for submitting an application for doctoral degrees for August graduation
June 12, Wednesday	Last day for graduate students to drop a course
June 21, Friday	Classes end
June 22, Saturday	Reading day
June 24-25, Monday and Tuesday	Final course examinations

Second Summer Session. 1996

June 27, Thursday	Classes begin
June 28, Friday	Last day for late registration
July 4, Thursday	HOLIDAY
July 19, Friday	Final signed copies of doctoral dissertations and master's theses for candidates for the August graduation must be filed in the Graduate School.
uly 22, Monday	Last day for graduate students to drop a course
uly 30, Tuesday	Classes end
uly 31, Wednesday	Reading day
August 1-2, Thursday and Friday	Final course examinations

UNC campus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School of Information and Library Science

The University of North Carolina at Chapel Hill

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ECORD OF THE SCHOOL OF MEDICINE

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

THE SCHOOL OF MEDICINE

This catalog is dedicated in memory of the late Dr. Eugene S. Mayer, who died November 2, 1994.
His leadership made the North Carolina AHEC Program a model for the nation.
His vision will be with us far into the future.

Record of The School of Medicine

Number 1077

1994-1996

The University of North Carolina at Chapel Hill
Chapel Hill, N.C. 27599
March 1996

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Academic Calendars[1]

1994-95 Academic Year

First Year	1994-1995	Second Year
August 13-14	Orientation	---------------------
August 15-16	Lab Check-In/Registration	August 15
August 17, 8:30 a.m.	First Day of Class	August 16, 8:00 a.m.
September 5	University Holiday	September 5
October 4, 4:00 p.m.	Midsemester Exam Period Begins	October 6, 3:30 p.m.
October 12, 12:00 noon	Midsemester Exam Period Ends	October 12, 12:30 p.m.
October, 12 12:00 noon	Fall Break Begins	October 12, 12:30 p.m.
October 17, 8:30 a.m.	Instruction Resumes	October 17, 8:00 a.m.
November 23, 12:30 p.m.	Thanksgiving Recess Begins	November 23, 12:30 p.m.
November 28, 8:30 a.m.	Instruction Resumes	November 28, 8:00 a.m.
December 7, 12:30 p.m.	Midyear Exam Period Begins	December 6, 12:30 p.m.
December 15, 11:00 a.m.	Midyear Exam Period Ends	December 14, 9:30 a.m.
December 15, 11:00 a.m.	Winter Recess Begins	December 14, 9:30 a.m.
January 9, 8:30 a.m.	Instruction Resumes	January 9, 8:00 a.m.
January 16	University Holiday	January 16
February 23, 4:00 p.m.	Midsemester Exam Period Begins	February 24, 5:30 p.m.
March 3, 11:30 a.m.	Midsemester Exam Period Ends Spring Break Begins	March 3, 11:00 a.m.
March 13, 8:30 a.m.	Instruction Resumes	March 13, 8:00 a.m.
April 14	University Holiday	April 14
---------------------	Final Exam Period Begins	April 19, 12:30 p.m.
---------------------	Final Exam Period Ends	April 27, 9:30 a.m.
---------------------	Second Year Ends	April 27, 9:30 a.m.
May 10, 12:30 p.m.	Final Exam Period Begins	---------------------
May 19, 11:30 a.m.	Final Exam Period Ends	---------------------
May 19, 11:30 a.m.	First Year Ends	---------------------
---------------------	USMLE Part I Exam	June 14-15 1995

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[1] Calendars are subject to change. Detailed schedules are available from the Office of Academic Affairs, (919) 966-4017.

Third Year	**1994-1995**	
Summer Session	June 20-August 5	
Fall Semester	August 8-December 16	
Spring Semester	January 3-May 19	
Transition Course	June 20-23 1994	
Clerkship Blocks	June 27-September 23	
	September 26-December 16	
	January 3-March 24	
	March 28-June 23	
Holidays	Independence Day	July 4
	Labor Day	September 5
	Thanksgiving	November 24-27
	Winter Holiday	December 17-January 2
	Martin Luther King Day	January 16
	Good Friday	April 14
	Memorial Day	May 29

Fourth Year	**1994-1995**	
Summer Session	May 31-August 26	
Fall Semester	August 29-December 16	
Spring Semester	January 3-April 21	
Elective Periods	May 31-June 24	
	July 5-29	
	August 1-26	
	August 29-September 23	
	September 26-October 21	
	October 24-November 18	
	November 21-December 16	
	January 3-27	
	January 30-February 24	
	February 27-March 24	
	March 27-April 21	
Holidays	Independence Day	July 4
	Labor Day	September 5
	Thanksgiving	November 24-27
	Winter Holiday	December 17-January 2
	Martin Luther King Day	January 16
	Good Friday	April 14
	Memorial Day	May 29
Graduation	May 14 1995	

Dates and times are subject to change.

1995-96 Academic Year

First Year	1995-1996	Second Year
August 10-13	Orientation	August 14
August 10-13	Lab Check In/Registration	August 14
August 14, 8:30 a.m.	First Day of Class	August 15, 8:30 a.m.
September 4	University Holiday	September 4
October 3, 4:00 p.m.	Midsemester Exam Period Begins	--------------------
October 11, 10:00 a.m.	Midsemester Exam Period Ends	--------------------
October 11, 10:00 a.m.	Fall Break Begins	October 13, 5:00 p.m.
October 16, 8:00 a.m.	Instruction Resumes	October 18, 8:30 a.m.
November 22, 12:30 p.m.	Thanksgiving Recess Begins	November 22, 12:30 p.m.
November 27, 8:30 a.m.	Instruction Resumes	November 27, 8:30 a.m.
December 6, 12:30 p.m.	Midyear Exam Period Begins	--------------------
December 15, 11:30 a.m.	Midyear Exam Period Ends	--------------------
December 15, 11:30 a.m.	Winter Recess Begins	December 15, 5:00 p.m.
January 3, 8:30 a.m.	Instruction Resumes	January 8, 8:30 a.m.
January 15	University Holiday	January 15
February 22, 4:00 p.m.	Midsemester Exam Period Begins	--------------------
March 1, 11:30 a.m.	Midsemester Exam Period Ends	--------------------
March 1, 11:30 a.m.	Spring Break Begins	March 1, 5:00 p.m.
March 11, 8:00 a.m.	Instruction Resumes	March 11, 8:30 a.m.
April 5	University Holiday	April 5
--------------------	Second Year Ends	April 26, 5:00 p.m.
May 7, 12:30 p.m.	Final Exam Period Begins	--------------------
May 15, 11:30 a.m.	Final Exam Period Ends	--------------------
May 15, 11:30 a.m.	First Year Ends	--------------------
--------------------	USMLE Part I Exam	June 11-12 1996

Third Year	**1995-1996**	
1995 Summer Session	June 19-August 18	
Fall Semester	August 21-December 15	
Spring Semester	January 2-April 26	
1996 Summer Session	April 29-June 21	
Transition Course (tentative)	June 19-22 1995	
Clerkship Blocks	June 26-December 15 January 2-June 21	
Holidays	Independence Day	July 4
	Labor Day	September 4
	Thanksgiving	November 23-26
	Winter Break	December 16-January 1
	Martin Luther King Day	January 15
	Good Friday	April 5
	Memorial Day	May 27

Fourth Year	**1995-1996**
Summer Session	June 5-August 25
Fall Semester	August 28-December 15
Spring Semester	January 2-April 19
Elective Periods	June 5-30 July 5-July 28 July 31-August 25 August 28-September 22 September 25-October 20 October 23-November 17 November 20-December 15 January 2-26 January 29-February 23 February 26-March 22 March 25-April 19
Graduation	May 12 1996

Dates and times are subject to change.

Letter from the Dean

A catalog is necessarily like a portrait. It is unavoidably incomplete and can reflect accurately only a brief interval of time because the programs it describes are in a state of evolution. This catalog presents many aspects of academic and student life at the School of Medicine. It cannot convey the principles, goals, dedication, and humaneness of the faculty and students who comprise this school. Our broad purpose is to provide an educational basis for a lifetime of learning and service in a health profession and to offer, primarily to young men and women of North Carolina, access to excellence in contemporary medical education.

Our graduates regularly enter the most attractive residency programs in the state and nation and distinguish themselves in careers in general and specialty medical practice of all kinds, in biomedical and behavioral research, in teaching, and in the administration of health care. Our purpose is also to be a principal source of physicians of the highest competence and most appropriate abilities for the people of North Carolina.

Our educational programs are based in the major academic health center at The University of North Carolina at Chapel Hill and in six Area Health Education Centers located in communities across the state. In Chapel Hill, the School of Medicine is associated with outstanding schools of Public Health, Dentistry, Nursing, and Pharmacy and with the 650-bed UNC Hospitals. Here our students can become involved in the work of advanced science, in basic and complex patient care, in the development and early application of high technology, and in the formal study of social and administrative medicine and ethics. In the Area Health Education Centers, full-time faculty and practicing physicians assure that our students also receive a strong educational experience in rural and suburban communities, the setting in which most physicians and other health professionals work. Our programs in family medicine, general internal medicine, and general pediatrics provide strong experience in primary care.

Our curriculum is carefully designed to assure a series of balances between the size of the information base and the learning capacity of the students; between theory and practice; between professional education and training; between biomedical science content and an understanding of man a a social, cultural, and religious being; between emphases o prevention, cure, and adaptation; between care of the individual and care of the community; and between scientific understanding and empiricism.

The School of Medicine is especially proud of its record of admission and graduation of African-American and American Indian minorities and the school actively seeks t promote student diversity by enrolling minority applicants

The appropriate incorporation of the very best of biological, behavioral, and social sciences into humane, effective, and cost-conscious medical care is a great and continuing challenge. We welcome the interest of prospective students and the commitment and industry of those who join us.

Michael A. Simmons, M.D.
Dean
The School of Medicine

Faculty Policy

As a state university, we have a special opportunity and challenge for leadership and service in meeting the health needs of the state through programs of excellence in teaching, research, and patient care. One of our goals is to educate the best health care providers and educators for the needs of the state. Our graduates will include all types of physicians and many other health professionals. Many of our graduates will achieve state, national, and international distinction as scientists, clinicians, and scholars.

e shall continue to provide an extensive array of opportu-
ities for academic enrichment beyond the regular curricu-
m. These opportunities are available in all major areas of
inical and biomedical science through the University and
e other health sciences schools in the entire span of
ealth-related knowledge. We encourage students to seek
oth depth and scope of academic experience beyond the
inimum. We encourage some medical students not only
obtain the M.D. degree but also concurrently to obtain
lvanced basic science or other education and to qualify for
Ph.D. We support strong educational programs for Ph.D.
ndidates in medically related sciences.

he Admissions Committee recognizes the broad diversity
racial, ethnic, social, and educational backgrounds repre-
nted in North Carolina and welcomes applications from
dents of all backgrounds. To assure a diverse population
students, the School of Medicine will develop innovative
ograms to prepare the disadvantaged and ethnically
verse students at the secondary school and the college lev-
for a professional education. The Committee will give
eference to properly qualified residents of North Carolina
o show promise in contributing appropriately to the
alth care of our population. We also welcome applica-
ns from qualified nonresidents. Through the admissions
ocess, the School of Medicine will work with college fac-
ies to encourage a broad liberal education that empha-
es the development of independent learning, critical
nking, and effective oral and written communication.

We believe that students of the School of Medicine should receive broad training in many major aspects of medical science, clinical practice, and the role of the health care provider in society. However, because of the ever-increasing complexity of health care, our curricula make it possible for some students to make an early career decision and adjust their education accordingly. We present a flexible educational program so that, whenever possible, students may pace their rates of progress and pursue areas of special interest in depth.

At this time, and for the foreseeable future, we judge there to be a shortage of primary care physicians, other allied health professionals, and physician-scientists. We will continue to emphasize the education of primary care physicians, especially to meet the needs of rural areas and small communities of our state. We also will continue to develop highly qualified specialists, medical investigators, and teachers in order to meet the needs of patients with complex problems and to provide for the next generation of educators and caregivers.

The faculty will assume some responsibility for matters that influence professional performance above and beyond actual course content. These matters include fostering a humanitarian attitude, maturation of the student as a unique individual, scholarly stimulation, and development of the sense of professional identity and responsibility. We will attempt to nurture a desire for lifelong learning and to provide leadership in continuing medical education, with opportunities to engage in the translation of new knowledge and technology into the delivery of excellent health care.

Mission Statement

The School of Medicine of The University of North Carolina at Chapel Hill exists to educate students and professionals of the health and biomedical sciences, to conduct scholarly investigation in biomedical, behavioral, and social sciences, and to render service to the people and institutions of the state, the region, the nation, and, as appropriate, throughout the world. This mission evolves continuously in response to the growth of knowledge and technology and to the changing health care needs of the people of the state.

The School is committed to the education and training of physicians, graduate students, and allied health professionals of all types appropriate to the medical and health professions needs of the state of North Carolina. Because of the needs of the people of the state of North Carolina, the School is committed to the education of generalist as well as specialist physicians and academicians.

In its instructional role, the School is committed to educational programs ranging from the study of molecular biology to the societal aspects of health. The School provides a wide range of curricula for the continuing training of beginning and established health science professionals. The School is committed to excellence in all of these programs and to their adaptation to meet the changes that will occur with the growth of knowledge and experience.

It is part of the mission of the School to provide access to careers in the health professions to qualified applicants, with a special emphasis upon North Carolinians, regardless of race, gender, religion, or other personal characteristics irrelevant to academic or professional qualifications. The School has an obligation to achieve representation of minorities in the health professions.

As part of the University community with a particular responsibility to improve health care, the School is commi ted to maintaining a position of leadership in the study of the physical, biological, behavioral, and social sciences as they relate to human life and disease. As a place of active research and scholarship in the biomedical fields, it has an obligation and responsibility to provide new knowledge t the state and the nation.

With educational and scholarly programs focused upon th promotion of human health and the prevention and treatment of disease, the School provides health care and consultative services that focus on the individual and the com munity. The service commitment of the School is directed principally at people in communities of North Carolina. However, in its service function as in its other programs, the School of Medicine cooperates with other schools, other institutions and other agencies of the State of North Carolina and the nation.

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History of the School of Medicine

The first University-sponsored School of Medicine was established in 1879, though there is evidence that medical instruction was given in Chapel Hill before the Civil War.

Dr. Thomas W. Harris, an honor graduate of the Class of 1859 at the University of North Carolina, was dean and professor of anatomy. His only faculty colleagues were Professor A. Fletcher Redd in chemistry and Professor Frederic W. Simonds in botany and physiology. Courses in anatomy formed the basis of the two-year curriculum. Dr. Harris introduced students to clinical medicine and surgery through the free clinics he established in the community. Dr. Harris received no salary from the University and therefore maintained a large medical practice. When the burden of his practice and teaching responsibilities became too great, he resigned in 1885 to devote his time to the practice of medicine in the growing town of Durham. At that time thirty-seven students had attended the School of Medicine.

The school reopened in 1890 with Dr. Richard H. Whitehead as dean and professor of anatomy. His ability as a scientist and teacher established the academic reputation of the school during the next fifteen years. The school's reputation has persisted through succeeding generations of faculty.

In 1902 University President Francis P. Venable, along with Drs. Whitehead and Hubert A. Royster Sr. of Raleigh, established the University Medical Department at Raleigh. Dr. Royster was appointed dean and professor of gynecology. Despite the inability of the state of North Carolina and the University to adequately finance this expanded operation, the leading physicians of Raleigh, many of whom were already on the faculty of the Leonard Medical College of Shaw University, provided clinical instruction for junior and senior students in the Rex, St. Agnes, and Dorothea Dix Hospitals and the Raleigh Dispensary. In 1910 the Carnegie Foundation for the Advancement of Teaching published the Flexner Report, which recommended standards for medical schools. Because the University could not afford to upgrade both the preclinical and clinical programs to meet the recommendations in this report, the University Medical Department in Raleigh closed.

Dr. Isaac Hall Manning, the first professor of physiology and biological chemistry, succeeded Dr. Whitehead as dean in 1905. A member of the medical Class of 1895, Dr. Manning and a few able colleagues strengthened the basic science departments and improved the preclinical science teaching programs. The reputation of the school continued to grow and increasing numbers of students were accepted for transfer to the junior class of leading medical schools in the East, South, and Midwest. Many of these students returned to practice in North Carolina. At the time of the medical school's expansion to a four-year program in 1954, approximately twenty-five percent of the physicians practicing in North Carolina had attended the state's two-year medical school program.

Caldwell Hall, the first University building planned with adequate laboratories, classrooms, and library space for medical instruction, was completed in 1912. Here the School of Medicine functioned until 1938, when it was moved to MacNider Hall, a new and enlarged basic science building.

In 1923 and again in 1937 state commissions were appointed to study the advisability of expanding the school's program to four years. Although the University, the medical alumni, and many leading citizens of the state actively supported these efforts, the lack of funds and the controversy over the location of the expanded school foiled these early attempts. During this period Duke University and Wake Forest College established four-year programs. Dr. Walter Reece Berryhill became dean of the School of Medicine in 1941. His energy, wisdom, and foresight, coupled with the support of his able faculty colleagues, ushered in an era of progress for medical education in North Carolina.

In 1947 the North Carolina General Assembly appropriated funds for the construction of the 400-bed North Carolina Memorial Hospital, for a modest enlargement of the medical science building, and for educational and dormitory facilities for a school of nursing. This brought to a successful conclusion the statewide effort proposed by Governor J. Melville Broughton in 1944 to improve the health care of North Carolina through state (and subsequently federal) financial aid for constructing needed hospitals and health centers, increasing medical and health manpower, and expanding The University of North Carolina at Chapel Hill School of Medicine's program to four years.

The North Carolina Memorial Hospital (renamed in 1989 as the UNC Hospitals) opened in 1952 and the forty-eight members of the first class in the newly expanded program of the School of Medicine received their M.D. degrees in 1954. An exceptionally able group of clinical department chairmen and faculty together with strengthened basic science departments established the school on a firm basis. The first chairmen of the clinical departments were Dr. Kenneth Brinkhous in Pathology, Dr. Charles H. Burnett n Medicine, Dr. Edward Curnen in Pediatrics, Dr. George Ham in Psychiatry, Dr. Robert A. Ross in Obstetrics and Gynecology, Dr. Nathan A. Womack in Surgery, and Dr. Ernest Wood in Radiology.

Dr. Isaac M. Taylor succeeded Dr. Berryhill, who retired rom the deanship in 1964 and began the development of ommunity clinical education programs. Dean Taylor insti-uted many alterations as faculty committees carefully eevaluated the school's curriculum in light of the many changes that had occurred in medical education and the complex roles that physicians were required to fulfill. A new, interdisciplinary, and more flexible curriculum and a pass-fail, end-of-year examination system began in 1967. The Morehead Fellowship Program in medicine also began. During the late 1960s the School of Medicine and the UNC Hospitals expanded with funds obtained through state, federal, and private sources. Projects resulting from hese efforts included Berryhill Hall (basic medical sciences eaching facility), the Brinkhous-Bullitt Building (preclinical education building), the Burnett-Womack Building clinical science building), and the Bed Tower and Spencer ove Clinics in the North Carolina Memorial Hospital. n mid-1971 the General Assembly approved legislation to reate a board of directors for the North Carolina Memorial Hospital and to separate the hospital organiza-onally from the administration of The University of North Carolina at Chapel Hill. Dr. Taylor remained as ean of the School of Medicine until June 30, 1971. He was succeeded on September 1, 1971 by Dr. Christopher C. Fordham III.

During the past twenty-five years many important changes ave occurred in the academic medical center in Chapel Hill. The number of medical students grew from approximately 340 students during the 1970-71 year to 640 stu-ents (the center's current size) during the 1979-80 year. The number of faculty increased to approximately nine undred full-time members, including many promising and stinguished scholars and physicians at junior and senior vels. Significant growth occurred in all educational pro-ams, notably in the graduate education programs for the aining of both basic scientists and clinical specialists, and the medical allied health area.

The partnership between the UNC Hospitals and the School of Medicine enhances the learning environment while maintaining the highest standards for patient care. The relationship between the School of Medicine and the UNC Hospitals is both strong and collegial. The UNC Hospitals' board of directors appointed Mr. John Danielson as the first general director in January 1972. Mr. Dennis Barry succeeded him in 1975; Mr. Eric Munson was named as the hospital's executive director in 1980 following Mr. Barry's resignation. Dr. Stanley Mandel, associate dean for clinical affairs and chief of staff, leads the medical staff. Dr. William Easterling held this position until 1989.

Dr. Taylor established strong community-hospital relationships, one of his most important legacies. Health manpower legislation in 1971 created funding for the development of the Area Health Education Centers (AHEC) Program, establishing three AHECs in North Carolina. The $8.5 million represented the largest federal grant and, at that time, the largest single contract to date in the University's history. Mr. Glenn Wilson, the first director, played a major role in establishing the AHEC Program.

The original AHEC contract had envisioned a program that would eventually become statewide. In late 1973 the University of North Carolina Board of Governors adopted a statewide plan for medical and health education and submitted it to the North Carolina General Assembly. As a result, the General Assembly appropriated $28.2 million in 1974 to strengthen and expand the AHEC Program. Under the leadership of Dr. Christopher C. Fordham the program developed into a statewide system of nine AHECs in cooperation with the other UNC-Chapel Hill health science schools (Dentistry, Nursing, Pharmacy, and Public Health); the Duke University Medical Center; the Bowman Gray School of Medicine of Wake Forest University; and the East Carolina University health science schools (Medicine, Allied Health, Social Work, and Nursing).

Each AHEC accepts the responsibility for community-based health science student rotations and health manpower development in a defined geographic area. The partnership between the academic medical centers and the communities of North Carolina has provided high-quality, easily accessible education for health professionals in all one hundred counties. This imaginative regional program of health professional education significantly helps address North Carolina's problem of access to good medical care through better distribution of physicians and other health professionals, both geographically and by specialty. Dr. Eugene S. Mayer succeeded Mr. Wilson as director in 1978. Thanks to Dr. Mayer's leadership before his death in November of 1994, the AHEC Program is ready to contribute to the major changes underway in the health care system.

Dr. Fordham assumed the additional responsibilities of vice chancellor of Health Affairs in 1977. He relinquished his duties as dean of the School of Medicine in June 1979 and continued as vice chancellor until March 1980 when he became chancellor of the University. Dr. Stuart Bondurant succeeded Dr. Fordham as dean of the School of Medicine in 1979. He assumed his duties just as a great decade in the school's history culminated with accreditation by the Liaison Committee on Medical Education.

Dr. Bondurant's priorities during his tenure as dean reflected his commitment to continuing and enhancing the tradition of excellence in education at The University of North Carolina at Chapel Hill School of Medicine.

Dr. Bondurant appointed a faculty curriculum review committee and established a Student Research and Academic Enrichment Program. A substantial number of medical students now carry out research with a faculty mentor, with some of their research leading to publication.

Innovative partnerships between the School of Medicine and other institutions, including University programs, industry, and state government, were also hallmarks of Dr. Bondurant's years as dean. The Nutrition Department, for example, is the first in the country to be shared between a medical school and a school of public health.

Under Dean Bondurant's leadership a curriculum review reached a successful conclusion with full faculty approval in the spring of 1983. A new curriculum review taking into account the dramatic changes in the health care arena began in 1992. The current curriculum review committee's charge is to design an educational program that is dynamic and perpetually responsive to the changing health care environment.

The curriculum described in this catalog reflects the goals of faculty and students for the education of physicians in the twenty-first century, giving special emphasis to education for practice as a generalist physician and for practice in the ambulatory care setting. The curriculum also emphasizes teaching students and young physicians to adapt to changing needs, including understanding and using new technologies and incorporating health promotion and disease prevention into their practices.

Under Dr. Bondurant's leadership the School of Medicine greatly increased the scope of its activities and reinforced its commitment to excellence. Five new departments have been added in the past fourteen years: Biomedical Engineering, Emergency Medicine, Nutrition, Physical Medicine and Rehabilitation, and Radiation Oncology. Many new centers, institutes, and specialized programs have also been created and nurtured, from the Ambulatory Care Center and Cystic Fibrosis/Pulmonary Research and Treatment Center to the Institute for the Generalist Physician and the Program on Molecular Biology and Biotechnology. The Center for Gene Therapy is developing from initiatives originally begun by Dean Berryhill and sustained by Drs. Brinkhous and Graham and others.

Dr. Bondurant remained as dean until July 1994. He is succeeded by Dr. Michael A. Simmons, formerly the chair of the Department of Pediatrics at the University of Utah School of Medicine.

The School of Medicine is strongly based on scholarship and fundamentally committed to the scientific medicine of the present and future. The school expresses these commitments by expanding innovative educational programs in Chapel Hill and throughout the state. The School of Medicine is equally proud of the achievements of its nationally and internationally prominent faculty in its generation of new knowledge and its excellent teaching of students, house staff, and practicing professionals.

As the academic medical center has grown in size and complexity a concern has also grown that the medicine practiced here be leavened with sensitivity, compassion, and genuine interest in people and their families. The UNC Hospitals, as the School of Medicine's primary teaching hospital, has the reputation of being a warm, personable place while maintaining its obligation and capacity to keep clinical care at the cutting edge of medical science.

With this balance of efforts the School of Medicine contin ues its tradition of service for the benefit of the health and medical care of the citizens of North Carolina and the nation.

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Frances Ross, R.N., Nursing

George F. Sheldon, M.D., Surgery

P. Frederick Sparling, M.D., Medicine

John W. Stamm, D.D.S., Dean of the School of Dentistry

Joel E. Tepper, M.D., Radiation Oncology

Judith Tintinalli, M.D., Emergency Medical Services

David E. Yoder, Ph.D., Medical Allied Health Professions

Ex officio Members

Todd L. Peterson, B.S., M.A., Director of Operations

Eric B. Munson, B.A., M.B.A., Executive Director

M. Ross Oglesbee, Attorney, Assistant to the Executive Director

Rotating Members

President, House Staff Council (chosen annually)

Two Members-at-Large (elected annually)

Lela W. Brink, M.D., Pediatrics

Michael A. Hill, M.D., Psychiatry

Carmen Strickland, M.D.

Elizabeth Gibbons, M.D.

History of the UNC Hospitals

The UNC Hospitals entity was created by the General Assembly in May 1989 as a unifying organization to govern constituent hospitals and to project a modern and accurate identity for the hospitals of The University of North Carolina at Chapel Hill.

The board of directors has designated the following as the UNC Hospitals:

- **North Carolina Memorial Hospital**, including the North Carolina Jaycee Burn Center and the North Carolina Clinical Cancer Center. North Carolina Memorial Hospital serves as the UNC Hospitals' major adult, acute-care institution.
- **North Carolina Children's Hospital**, presently located in North Carolina Memorial Hospital, provides pediatric inpatient and outpatient services.
- **North Carolina Neuropsychiatric Hospital**, located in the South Wing Building, provides psychiatric inpatient and outpatient services.
- **North Carolina Women's Hospital**, presently located in North Carolina Memorial Hospital, provides inpatient and outpatient services for women.

In addition the board of directors has identified the University of North Carolina Ambulatory Care Center and the Carolina Consultation Center as constituent UNC Hospitals entities.

Medical Staff

The UNC Hospitals has a 751-member medical and dental staff. All attending physicians and dentists have appointments in The University of North Carolina at Chapel Hill schools of Medicine and Dentistry. Many are full-time faculty members and the remainder are community physicians holding clinical appointments.

Residency Programs

The hospital is accredited for residencies in the following specialties: anesthesiology, dermatology, emergency medicine, family medicine, general practice dentistry, internal medicine (and subspecialties), neurology, nuclear medicine, obstetrics and gynecology, oral and maxillofacial surgery, ophthalmology, pathology, pediatrics, adult and child psychiatry, pediatrics/medicine, radiation therapy, radiology, and surgery (and subspecialties). The house staff numbers 470.

Students are included in the patient care team early in their education. While they learn by observation and by questioning the faculty and house staff, medical students also participate, with appropriate supervision, in the care of patients. The UNC Hospitals provides both tertiary care for the state and primary care for a substantial segment of the local community. More than twenty thousand patients are admitted each year and annual visits to the institution's 160-plus clinics number about three hundred thousand. The hospital's emergency room, which is part of a comprehensive trauma center, registers some thirty thousand patients a year. Virtually all patient care areas have been renovated in the past decade. The most recent of many major additions to the hospital is the Anderson Pavilion, which houses a new critical-care facility. The medical center is recognized nationally for clinical research and care in many specialized services. The center includes the North Carolina Jaycee Burn Center, Comprehensive Hemophilia Center, Comprehensive Transplant Programs, perinatal care program, and dialysis program. Thus students and physicians in training work with innovative and specialized diagnostic and treatment modalities.

The UNC Hospitals' commitment to primary care is a distinctive feature among tertiary care training centers. Commitment to primary care in conjunction with opportunities available through the AHEC hospitals offers students a balanced experience in providing health care. Ambulatory care services include a number of new approaches to health care delivery, including an active outpatient surgery program. The Polyclinic Practice allows continuity of care with the physician of choice, immediate specialty consultation when needed, and innovative quality assurance and health maintenance programs. The Family Practice Center and obstetrical services emphasize family-centered approaches. Walk-in and screening clinics provide immediate medical attention to persons who are often missed by traditional medical practices. The Department o Pediatrics sends students and residents into the communit as participants in child-related activities. Community involvement is also available through the Student Health Action Committee, which provides a student-run evening clinic for southern Orange County citizens who have no other source of medical care. The Department of Family Medicine and volunteer faculty members in various health professions provide support and supervision.

The North Carolina Area Health Education Centers Program (AHEC) is a unique partnership between the University health science centers and the community. AHEC is designed to provide off-campus education and training opportunities for medical students and residents and ready access to continuing education and teaching activities for health professionals and practitioners throughout North Carolina.

Director: Eugene S. Mayer, M.D.
(deceased November 1994)

Interim Program Director: John A. Payne, M.P.H.

Associate Directors: Clark W. Luikart, Ph.D.;
C. Thomas Nuzum, M.D.; Karen Stallings, M.Ed.;
acqueline Wynn, M.P.H.

Under the leadership of the dean and the faculty of the School of Medicine at UNC-Chapel Hill, the AHEC Program was developed in cooperation with the other UNC-Chapel Hill health science schools; the Bowman Gray School of Medicine of Wake Forest University; the Duke University Medical Center; and the East Carolina University health science schools (Medicine, Nursing, and Allied Health). Also included in this statewide educational program are community hospitals, other university campuss, community colleges, and practicing professionals and upport personnel.

The AHEC Program, through its nine regional centers, is designed to 1) provide medical, dental, public health, pharmacy, allied health, and nursing students from the University health science centers with education and training opportunities throughout the state; 2) enhance regional capabilities to train nursing, allied health, and mental health personnel; 3) enhance the regional capability to train primary care medical students; 4) provide opportunities for continuing education, in-service education, and individualzed technical assistance and consultation for all health peronnel; 5) promote health careers awareness with special mphasis on minority health manpower development mong young people; 6) provide a library and information ervices system that reaches into all hospitals and health services agencies; and 7) collaborate with the office of Rural Health to improve access to primary care services for rural ommunities.

The AHEC Program is based on the premise that the organization of the educational process can influence the pracice orientation, career selection, and eventual practice locaion of students and residents. More specifically, the decentralization and regionalizing of education and training programs increases exposure to primary care and community practice, thus improving the likelihood that students and other trainees will choose careers in primary care and practice in medically underserved communities. Further, the presence of technical assistance, information services, and educational programs in the community improves the character of the professional practice environment and enhances the ability of the state to improve the distribution of health manpower as needed.

The nine AHECs mandated by the General Assembly of North Carolina are established and operating as a statewide network. Each AHEC is a community hospital or an incorporated foundation representing one or more hospitals agreeing to accept the responsibility for health manpower education and training programs in a multicounty area. These programs represent a coordinated effort to provide education at the undergraduate, graduate, and continuing education levels in a manner that reflects regional and statewide needs, focuses on primary care, and protects academic quality and the integrity of health services delivery in the community.

The statewide AHEC network for health manpower education and training was implemented in 1972 and currently involves 1) the presence of approximately 170 AHEC-based full- and part-time medical faculty and more than one hundred AHEC-based full-time faculty in other health disciplines; 2) the regular presence in the AHEC regions of visiting faculty and staff from the University health science schools and the regular presence of AHEC-based faculty at the University health science center; 3) the voluntary support and participation of community physicians and other health professionals, administrators, and support personnel from the AHEC hospitals and the AHEC regions; and 4) a network of libraries and learning resource centers connecting almost all community hospitals to an AHEC and in turn to a University health science library.

The AHEC Program has enabled the UNC-Chapel Hill School of Medicine to establish teaching programs at a number of community hospitals, physicians' offices, and community practice sites such as rural health centers, health departments, and nursing homes throughout North Carolina. Community hospitals serving as clinical sites for AHEC rotations for medical students include the Moses H. Cone Memorial Hospital in Greensboro, the Carolinas Medical Center in Charlotte, Heritage Hospital in Tarboro, Nash General Hospital in Rocky Mount, Halifax Memorial Hospital in Roanoke Rapids, Wilson Memorial Hospital in Wilson, Memorial Mission and St. Joseph's Hospitals in Asheville, Wake Medical Center in Raleigh, and the New Hanover Regional Medical Center in Wilmington.

Presently about forty percent of all clinical education for UNC-Chapel Hill medical students occurs in the AHECs. These well-supervised experiences are designed to develop clinical skills, to demonstrate primary care practice, and to expose students to the opportunities and challenges of community-based medical practice.

Medical students' full-time assignment of at least ten days at the end of the second year to a physical diagnosis course may be arranged at a facility away from Chapel Hill through the AHEC Program. All medical students spend one-third of their third-year medicine clerkship at an AHEC site. Students may spend all or part of their family medicine, surgery, obstetrics/gynecology, and pediatrics clerkships in an AHEC location. Assignment of the psychiatry clerkship may be to a mental health clinic or hospital in an AHEC region. The fourth-year acting internship selective often takes place in an AHEC hospital and many other clinical electives are offered in AHEC settings. Finally, more than half the student body spends its fourth-year ambulatory care selective in AHEC settings.

The AHEC Program and the state's four medical schools are undertaking various initiatives to increase the percentage of medical school graduates choosing primary care. These initiatives include curriculum changes to emphasize primary care, increased use of community practices as teaching sites, and expansion of primary care residency programs across the state. In response to these initiatives and other developments, the Offices of Regional Primary Care Education (ORPCE) were established in 1993 as part of each of the state's nine AHEC regions. The purpose of ORPCE is to provide the AHEC program with a coordinated means of facilitating education of medical students from all of the state's four medical schools in both private and public community offices. Of particular importance is the need to train in and for rural and underserved areas.

Physical Facilities

MacNider Hall, constructed in 1938 as the primary site for medical education at The University of North Carolina at Chapel Hill, currently houses the administrative offices for the School of Medicine.

Since 1938, several additions have expanded the medical facilities, including the construction of North Carolina Memorial Hospital and Old Clinic Building in 1950. The construction of the hospital and clinic was a precursor to the extension of the School of Medicine's curriculum to four years.

The Medical Sciences Research Wing was completed in 1963, the seven-story Taylor Hall was occupied in 1970, and the Biological Sciences Research Center was completed in 1971. During the mid-1960s the school developed a master plan for facilities expansion that foretold major construction projects of the 1970s, 1980s, and 1990s. This expansion, which added more than one and a half million square feet to the School of Medicine, has supported the growth of the medical student body from 160 to the current enrollment of 640, the concurrent increase of faculty to more than twelve hundred, and a growth in clinical service and research commensurate with other major medical schools in the United States.

A brief history of the additional facilities illustrates the amount and complexity of the growth of the School of Medicine during the three decades between 1960 and 1990. Berryhill Hall, occupied in 1971, provides medical tudents with the advantage of a modern eight-story teach-ng structure containing well-equipped, multidisciplinary aboratories. Free access to individually assigned laboratory desks gives students opportunity for independent study. Students in Health Affairs also use the multipurpose teach-ng laboratories, and the Division of Laboratory Animal Medicine is housed in Berryhill. Four auditoriums are quipped with comprehensive audiovisual aids and students have access to a snack bar and a large student lounge. The Brinkhous-Bullitt Building, which opened in 1974, ouses administrative, clinical service, and research space for the Department of Pathology and Laboratory Medicine, the office of the North Carolina State Medical Examiner, nd the mortuary facilities. The Burnett-Womack Clinical ciences Building, completed in 1975, provides research nd administrative space for several clinical departments.

The eleven-story Faculty Laboratory office building, a major research facility, was completed in 1978. Housed in this facility are the Departments of Microbiology and Immunology, Biochemistry and Nutrition, Pharmacology, the Division of Laboratory Medicine, the Division of Immunology and Rheumatology in the Department of Medicine, and Laboratory Animal Medicine.

The Lineberger Cancer Research Center, which opened in 1981, provides administrative offices, a library and conference room, laboratory and office space for faculty investigators, and facilities for research in chemical carcinogenesis, recombinant DNA, and viruses. In addition, the building offers specialized rooms for tissue culture and electron microscopy. Construction of a two-phase expansion of this facility, which includes both research offices and laboratories, began in 1994.

A joint venture with Glaxo Inc. during the mid-1980s allowed the construction in 1989 of a small research facility for the Molecular Biology and Biotechnology Program adjacent to a like research facility, used temporarily by Glaxo scientists until their permanent quarters in the Research Triangle Park were completed. The complex houses the Program in Molecular Biology and Biotechnology as well as research laboratories for the Departments of Medicine and Psychiatry.

The William B. Aycock Family Medicine Building was occupied in 1990 and provides clinical outpatient space as well as departmental teaching, faculty office space, and administrative space for the Department of Family Medicine. The Ambulatory Care Center opened in 1992. The center houses a majority of the school's outpatient clinics and includes four day-surgery rooms and full diagnostic support.

Consisting of two buildings connected by a vertical circulation and mechanical shared tower, the Thurston-Bowles Buildings opened in 1995. Each building bears the name of a prominent friend of the school, Doc Thurston and Hargrove "Skipper" Bowles. The Thurston-Bowles Buildings provide faculty research laboratories and offices for many different departments, programs, and centers as well as a conference area and snack bar. Among the groups located in this facility are the Doc J. Thurston Jr. Arthritis Research Center, the Hargrove "Skipper" Bowles Center for Alcohol Studies, and the Cystic Fibrosis/Pulmonary Research Center. There is also an animal housing section intended as a pathogen-free facility.

Health Sciences Library

The Health Sciences Library, located on Columbia Street and facing the MacNider Building, has facilities, collections, and staff that place it among the top fifteen of the 106 medical school libraries in the United States and Canada.

Director: Carol G. Jenkins, M.L.S.

The six-story building, finished in 1982, has seating for 713 users. The collection includes about 291,506 print volumes, 3,000 audio-visual programs, 43,000 microform pieces, and current subscriptions to about 3,970 periodicals. A fine rare books collection is supported by the Anderson-Riggins endowment.

More than sixty-four library staff serve the information needs of students, faculty, and staff of the Division of Health Affairs, the UNC Hospitals, and health care professionals in North Carolina through the AHEC Program. The library offers a range of information, assistance, and services including the following:

- Aid in locating factual and bibliographic information;
- Computerized reference services;
- Literature searches performed to user specifications by specially trained librarians;
- Self-service literature searches of databases in medicine, nursing, pharmacy, and health planning/administration;
- Group and individual instruction in the use of information resources and the computer-based management of personal files;
- Circulation of library materials;
- Interlibrary loan and document delivery services;
- Photocopy services;
- Reserve collections containing assigned course materials;
- A microcomputer learning center and classrooms;
- Learning resources services including audiovisual materials and microcomputers;
- Software, course materials, and interactive instructional programs.

The Health Sciences Library and the School of Medicine's Office of Information Services jointly support UNCLE, the University of North Carolina Literature Exchange. This is a locally mounted, networked version of MEDLINE, the major bibliographic database in the biomedical sciences and clinical medicine. UNCLE is available free of charge to all members of the University health affairs community and may be accessed from virtually any location on or off campus.

At the request of users, Reference Services librarians search many computerized databases including MEDLINE, TOXLINE, HEALTH PLANNING AND ADMINISTRATION, BIOSIS (Biological Abstracts), PSYCINFO (Psychological Abstracts), Excerpta Medica, Chemical Abstracts, and Science Citation Index.
Assistance for individual searching is available in the Electronic Information Center. The Education Services Department coordinates orientation for new users and offers special library and classroom lectures and courses. Schedules of workshops and information about other library services and collections appear regularly in the library's newsletter *News & Views.*

Telephone inquiries should be directed to Reference Services (919) 962-0700, Circulation Services (919) 962-0800, Curriculum Support (919) 962-0600, or Library Administration (919) 966-2111.

The University libraries serving the Division of Academic Affairs, including the Wilson and Davis libraries and scientific departmental libraries, are also available to students and faculty of the School of Medicine. The total collections of the libraries in Chapel Hill now exceed four million volumes. Information about the collections on this campus, as well as those at Duke and North Carolina State University (NCSU) libraries (including the Duke Medical Center Library and the NCSU Veterinary Medical Library), is available in a single shared on-line catalog accessible in the libraries or from individual workstations. This same interface also allows access to many Internet resources and to other databases containing general and business-related information.

Faculty

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M. E. Brecher, M.D., University of Chicago, 1982; B.A., Emory University, 1978; Associate Professor of Pathology and Laboratory Medicine

G. R. Breese Jr., Ph.D., University of Tennessee at Memphis; 1965; M.S., Butler University, Indiana, 1961; B.S., Butler University, 1959; Professor of Psychiatry and Anesthesiology

D. A. Brenner, M.D., Yale University, 1979; B.S., Yale University, 1975; Professor of Medicine and Biochemistry, Codirector of the Center for Gastrointestinal Biology and Disease

R. A. Briggaman, M.D., New York University School of Medicine, 1960; B.S., Trinity College, 1956; Chair and Clayton E. Wheeler Jr. Professor of Dermatology, Professor of Medicine

L. W. Brink, M.D., New Jersey Medical School, 1977; B.S., University of Wisconsin, 1972; Assistant Professor of Pediatrics

M. M. Bristol, Ph.D., The University of North Carolina at Chapel Hill, 1979; M.A., University of Utah, 1971; A.B., Nazareth College, 1963; Associate Professor of Psychiatry

L. Brock, B.A., The University of North Carolina at Chapel Hill, 1994; A.A.N., Surry Community College, 1991; Clinical Instructor of Dermatology

P. A. Bromberg, M.D., Harvard Medical School, 1953; B.S., Queens College, New York, 1949; Bonner Professor of Pulmonary and Allied Diseases, Professor of Medicine, Director of the Center for Environmental Medicine and Lung Biology

C. Brown, M.S., Indiana State University, 1981; B.S., Indiana State University, 1978; Clinical Instructor of Surgery

D. W. Brown, M.D., University of Rochester School of Medicine, 1967; B.A., Carleton College, Minnesota, 1963; Clinical Associate Professor of Medicine

R. C. Brownlee, M.D., Vanderbilt University School of Medicine, 1945; A.B., Erskine College, 1943; Clinical Professor of Pediatrics

J. A. Bryan II, M.D., University of Pennsylvania, 1957; M.P.H., The University of North Carolina at Chapel Hill, 1966; B.S., Davidson College, 1953; Professor of Medicine and Family Medicine

S. R. Bryce, M.D., Duke University, 1988; B.A., Yale University, 1982; Clinical Assistant Professor of Psychiatry

T. P. Bukowski, M.D., State University of New York at Buffalo, 1987; B.A., Georgetown University, 1983; Assistant Professor of Surgery

E. Bullitt, M.D., University of Colorado, 1975; B.A., Radcliffe College, 1971; Associate Professor of Surgery and Physiology

H. Bunzendahl, M.D., University of Heidelberg, 1974; Professor of Surgery

E. J. Burker, Ph.D., Auburn University, 1990; M.S., Auburn University, 1988; M.S., University of Georgia, 1982; B.A., Rider College, 1980; Assistant Professor of Medical Allied Health Professions and Psychiatry

S. J. Burnham, M.D., Vanderbilt University, 1972; B.A., Vanderbilt University, 1969; Professor of Surgery

C. B. Burns, M.S., The University of North Carolina at Chapel Hill, 1982; B.S., The University of North Carolina at Chapel Hill, 1978; Assistant Professor of Medical Allied Health Professions and Radiology

K. W. Burridge, Ph.D., Cambridge University, England, 1975; B.A., Sewlyn College, England, 1971; Professor of Cell Biology and Anatomy

J. Busby-Whitehead, M.D., University of Texas, 1977; B.A., Baylor University, 1973; Associate Professor of Medicine

J. B. Buse, M.D., Duke University, 1986; Ph.D., Duke University, 1986; A.B., Dartmouth College, 1979; Associate Professor of Medicine

D. K. Bynum, M.D., University of Texas Medical School, 1976; B.S., Baylor University, Texas, 1973; Associate Professor of Surgery

M. L. Cabaniss, M.D., State University of New York, 1965; B.S., Houghton College, 1961; Associate Professor of Obstetrics and Gynecology

T. A. Cable, M.D., University of Florida School of Medicine, 1976; Associate Professor of Family Medicine

J. D. Caldwell, Ph.D., Michigan State University, 1983; B.S., University of Iowa, 1975; Research Associate Professor of Psychiatry (resigned April 1995)

N. P. Callanan, M.S., Sarah Lawrence College, 1977; B.S., Stonehill College, Massachusetts, 1975; Clinical Assistant Professor of Pediatrics

B. Calvo, M.D., University of Maryland, 1981; B.S., George Washington University, 1977; Assistant Professor of Surgery

T. H. Cameron, M.S., The University of North Carolina at Chapel Hill, 1975; B.S., North Carolina State University, 1963; (resigned December 1991); Clinical Assistant Professor of Medical Allied Health Professions

E. E. Campbell, M.D., Duke University School of Medicine, 1982; B.S., Duke University, 1976; Research Assistant Professor of Social Medicine and Medicine

L. S. Campbell, M.H.A., Medical College of Virginia, 1962; B.S., The University of North Carolina at Chapel Hill, 1960; Assistant Professor of Social Medicine (retired September 1994)

S. Campbell-Burk, Ph.D., Yale University, 1986; M.S., Yale University, 1982; B.S., Douglass College, 1981; Assistant Professor of Biochemistry

E. R. Campion, M.D., Dartmouth Medical School, 1981; B.A., Harvard University, 1977; Assistant Professor of Surgery

W. G. Cance, M.D., Duke University School of Medicine, 1982; B.S., Duke University, 1978; Assistant Professor of Surgery

J. G. Cannon, Ph.D., The University of North Carolina at Chapel Hill, 1978; B.A., University of Delaware at Newark, 1970; Professor of Microbiology and Immunology

Z. Cao, Ph.D., Indiana University, 1986; M.S., Indiana University, 1983; B.S., Tsinghua University, 1969; Research Assistant Professor of Biomedical Engineering (resigned June 1994)

M. Caplow, Ph.D., Brandeis University, 1963; D.D.S., New York University College, 1959; Professor of Biochemistry

J. J. Capowski, M.S., University of North Carolina at Chapel Hill, 1971; B.S., Bucknell University, 1966; Research Instructor of Ophthalmology

T. S. Carey, M.D., University of Vermont School of Medicine, 1976; M.P.H., The University of North Carolina at Chapel Hill, 1985; B.A., Colby College, 1972; Associate Professor of Medicin and Social Medicine

N. F. Cariello, Ph.D., Massachusetts Institute of Technology, 1988; B.S., University of Massachusetts, 1982; Research Assistan Professor of Pathology and Laboratory Medicine (resigned January 1994)

P. L. Carl, Ph.D., University of California at Berkeley, 1968; M.A., University of California at Berkeley, 1963; B.A., Harvard College, 1961; Research Associate Professor of Pharmacology

N. J. Carrasco, M.D., University of Guadalajara Medical College 1974; B.S., Duquesne University, 1968; Clinical Associate Professor of Pediatrics

V. N. Carrasco, M.D., Albany Medical College, 1984; B.A., Hofstra University, 1978; Assistant Professor of Surgery

J. L. Carson, Ph.D., The University of North Carolina at Chapel Hill, 1975; B.S., Western Carolina University, 1971; Professor o Pediatrics and Cell Biology and Anatomy

C. C. Carson III, M.D., George Washington University, 1971; B.S., Trinity College, 1967; Professor of Surgery

M. A. Carter, M.D., The University of North Carolina at Chapel Hill, 1986; B.A., The University of North Carolina at Chapel Hill, 1982; Clinical Assistant Professor of Pediatrics (resigned July 1994)

C. W. Carter Jr., Ph.D., University of California at San Diego, 1972; M.S., University of California at San Diego, 1968; B.S., Yale University, 1967; Professor of Biochemistry

S. L. Carter, M.D., University of North Carolina at Chapel Hill, 1991; B.S., University of North Carolina at Chapel Hill, 1981; Clinical Instructor of Anesthesiology

W. B. Carter, M.D., University of North Carolina at Chapel Hill, 1980; B.S., University of North Carolina at Chapel Hill, 1976; Clinical Assistant Professor of Family Medicine

W. E. Cascio, M.D., University of Maryland, 1980; B.A., Johns Hopkins University, 1977; Associate Professor of Medicine

M. Castillo, M.D., University of San Carlos, Guatemala, 1983; Associate Professor of Radiology

B. Caterson, Ph.D., Monash University, Australia, 1975; B.S., Monash University, 1970; Norfleet-Raney Professor of Surgery

R. C. Cefalo, M.D., Tufts University School of Medicine, 1959; Ph.D., Georgetown University, 1974; A.B., Boston College, 1955; Professor of Obstetrics and Gynecology, Professor of Pediatrics, Assistant Dean for Graduate Medical Education

C. Chae, Ph.D., The University of North Carolina at Chapel Hill, 1967; B.S., Seoul National University, Korea, 1963; Adjunct Professor of Biochemistry

K. E. Chancellor, M.D., Duke University School of Medicine, 1985; M.S., Memphis State, 1980; B.S., Memphis State, 1980; Clinical Assistant Professor of Pathology and Laboratory Medicine

E. L. Chaney, Ph.D., University of Tennessee at Knoxville, 1969; B.S., Millsaps College, Mississippi, 1965; Professor of Radiation Oncology and Environmental Sciences and Engineering, School of Public Health

S. G. Chaney, Ph.D., University of California at Los Angeles, 1970; B.S., Duke University, 1966; Professor of Biochemistry and Nutrition

. Chang, Ph.D., University of Missouri, 1971; D.V.M., National Taiwan University, 1964; M.S., University of Missouri, 1968; (deceased March 1994); Associate Professor of Pathology and Laboratory Medicine

K. S. Chang, Ph.D., Clark University, 1988; B.S., Nanjing University, 1982; Clinical Assistant Professor of Radiation Oncology

. F. Chapman, Ph.D., The University of North Carolina at Chapel Hill, 1978; M.P.H., The University of North Carolina at Chapel Hill, 1976; M.S., California State University, 1972; B.A., California State University, 1968; Associate Professor of Pathology and Laboratory Medicine

. D. Charlton, Ph.D., University of Virginia at Charlottesville, 1978; B.S.E.S., University of Florida at Gainesville, 1972; A.A., Broward Community College, 1969; Research Associate Professor of Biomedical Engineering (resigned June 1995)

D. R. Chartier, Ph.D., North Carolina State University, 1982; M.Ed., The University of North Carolina at Chapel Hill, 1972; B.A., The University of North Carolina at Chapel Hill, 1971; A.A., College of the Albemarle at Elizabeth City, 1969; Clinical Assistant Professor of Psychiatry

W. E. Chavey II, M.D., University of Texas, 1992; M.S., University of Texas, 1987; B.A., University of Texas, 1984; Clinical Instructor of Family Medicine

B. N. Chazotte, Ph.D., Northern Illinois University, 1981; B.S., Bucknell University, 1976; Research Assistant Professor of Cell Biology and Anatomy

Z. Chen, M.D., Shanghai First Medical College, 1960; Ph.D., Shanghai First Medical College, 1963; Research Associate Professor of Physiology

P. Cheng, Ph.D., Case Western Reserve University, 1974; M.S., National Taiwan University, 1968; B.S., National Taiwan University, 1965; Associate Professor of Pediatrics and Biochemistry

N. C. Chescheir, M.D., The University of North Carolina at Chapel Hill, 1982; B.S., The University of North Carolina at Chapel Hill, 1977; Associate Professor of Obstetrics and Gynecology and Radiology

M. L. Chiu, Ph.D., The University of North Carolina at Chapel Hill, 1977; M.S., The University of North Carolina at Chapel Hill, 1963; B.S., National Taiwan University, 1959; Research Assistant Professor of Dermatology

F. C. Church, Ph.D., North Carolina State University, 1982; M.S., Louisiana State University, 1978; B.S., Louisville State University, 1975; Associate Professor of Medicine and Pathology and Laboratory Medicine

L. R. Churchill, Ph.D., Duke University, 1973; M.Div., Duke University, 1970; B.A., Southwestern University, 1967; Chair and Professor of Social Medicine, Adjunct Professor of Religious Studies

J. A. Cidlowski, Ph.D., Medical College of Georgia, 1975; B.A., University of South Florida, 1971; Professor of Physiology and Biochemistry (resigned December 1994)

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R. L. Clark, M.D., Johns Hopkins School of Medicine, 1966; A.B., Oberlin College, Ohio, 1962; Professor of Radiology

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M. K. Clarke, M.S., University of Rochester, 1981; B.S., State University of New York, 1976; Clinical Instructor of Medicine

S. H. Clarke, Ph.D., University of Maryland, 1982; B.S., University of Maryland, 1977; Associate Professor of Microbiology and Immunology

D. R. Clemmons, M.D., The University of North Carolina at Chapel Hill, 1974; B.S., Davidson College, 1969; Professor of Medicine and Associate Program Director for the General Clinical Research Center

B. E. Cogswell, Ph.D., The University of North Carolina at Chapel Hill, 1965; M.A., North Carolina State University, 1958; M.A., Goucher College, 1952; A.A., Stephens College, 1950; Associate Professor of Family Medicine

K. L. Cohen, M.D., University of Illinois College of Medicine, 1971; B.S., University of Michigan, 1967; Professor of Ophthalmology

M. S. Cohen, M.D., Rush Medical College of Rush University, 1974; B.S., University of Illinois at Urbana, 1971; Professor of Medicine and Microbiology and Immunology

P. L. Cohen, M.D., Yale University, 1972; B.S., City College of New York, 1968; Professor of Medicine

W. S. Cohick, Ph.D., Cornell University, 1989; M.S., University of Illinois, 1984; B.S., Cornell University, 1981; Research Instructor of Medicine

M. S. Coleman, Ph.D., The University of North Carolina at Chapel Hill, 1969; B.A., Grinnell College, 1965; Adjunct Professor of Biochemistry

W. L. Coleman, M.D., University of New Mexico, 1979; M.A., University of California at Berkeley, 1969; B.A., University of the Americas, 1967; Associate Professor of Pediatrics

R. E. Colindres, M.D., University of El Salvador, 1966; Professor of Medicine

A. M. Collier, M.D., University of Miami, Florida, 1963; B.S., University of Miami, Florida, 1959; Professor of Pediatrics

E. J. Collins, Ph.D., University of Texas at Austin, 1990; B.S., University of Connecticut, 1983; Assistant Professor of Microbiology and Immunology

M. L. Collins, M.D., Washington University, 1976; Ph.D., Washington University, 1977; B.S., Duke University, 1968; Associate Professor of Pathology and Laboratory Medicine

B. B. Compton, R.N., Watts School of Nursing, 1961; Clinical Associate Professor of Pediatrics

H. A. Cooper, M.D., University of Kansas, 1964; B.A., University of Kansas, 1960; Professor of Pediatrics and Pathology and Laboratory Medicine

J. L. Copeland, M.B.A., University of Indiana, 1963; B.A., Hanover College, 1961; Executive Director of the Medical Foundation of North Carolina

M. Cordeiro-Stone, Ph.D., University of São Paulo (Brazil), 1976; M.A., University of São Paulo, 1972; B.S., University of São Paulo, 1969; Associate Professor of Pathology and Laboratory Medicine

C. N. Cornelissen, Ph.D., University of Illinois, 1989; M.S., University of Illinois, 1986; B.S., University of Illinois, 1984; Research Assistant Professor of Medicine

J. D. Cortese, Ph.D., University of Buenos Aires, 1984; M.S., University of Buenos Aires, 1981; Research Assistant Professor of Cell Biology and Anatomy

M. J. Costello III, Ph.D., Duke University, 1971; M.A., Duke University, 1967; B.S., George Washington University, 1964; Associate Professor of Cell Biology and Anatomy

H. Courvoisie, M.D., Medical University of South Carolina, 1970; B.S., University of South Carolina, 1966; Clinical Assistant Professor of Psychiatry

J. R. Cowan, M.D., University of Oklahoma, 1958; A.B., University of Oklahoma, 1953; Clinical Associate Professor and Director, Student Health Services

A. D. Cox, Ph.D., Eastern Virginia Medical School, 1987; B.A., Pomona College, 1974; Assistant Professor of Pharmacology and Radiation Oncology

R. D. Cox, Ph.D., University of Virginia, Charlottesville, 1973; M.A., University of Virginia, Charlottesville, 1970; B.A., University of Mississippi at Oxford, 1968; Clinical Associate Professor of Psychiatry

E. R. Crais, Ph.D., University of Wisconsin, 1987; M.S., Vanderbilt University, 1974; B.S., University of Alabama, 1972; Associate Professor of Medical Allied Health Professions

G. W. Crane Jr., M.D., Northwestern University, 1945; B.A., DePauw University, 1942; Clinical Professor of Dermatology

F. T. Crews, Ph.D., University of Michigan, 1978; B.S., Syracuse University, 1971; Professor of Pharmacology and Psychiatry, and Director of the Center for Alcohol Studies

S. Crews, Ph.D., California Institute of Technology, 1982; B.A. University of Texas at Austin, 1975; Associate Professor of Biochemistry and Biophysics

E. Criado, M.D., University of Madrid, 1978; B.S., University of Madrid, 1972; Assistant Professor of Surgery

H. E. Criswell, Ph.D., Southern Illinois University, 1974; M.A., Western Washington State College, 1967; B.S., University of Washington, 1965; Research Associate Professor of Psychiatry and Anesthesiology

H. Cronenberger, Ph.D., University of Houston, 1972; B.A and B.S., University of Texas at Austin, 1962; Associate Professor of Biomedical Engineering, Medical Allied Health Professions, and Pathology and Laboratory Medicine

R. D. Croom III, M.D., The University of North Carolina at Chapel Hill, 1964; B.S., Davidson College, 1960; Professor of Surgery (retired January 1995)

A. W. Cross, M.D., Columbia University College of Physicians and Surgeons, 1970; B.A., Yale University, 1966; Professor of Social Medicine and Pediatrics, Director of the Center for Health Promotion and Disease Prevention

R. E. Cross, Ph.D., University of Florida, 1971; M.S., University of Toledo, 1967; B.S., University of Toledo, 1965; Professor of Pathology and Laboratory Medicine

E. D. Crowder, B.S., University of Florida, 1983; Assistant Director for Alumni Affairs, Medical Foundation of North Carolina

P. Curtis, F.R.C.G.P., 1981, M.R.C.G.P., 1975, Royal College of General Practitioners; M.D., Guys Hospital, England, 1968; M.B., B.S., London University, 1962; Professor of Family Medicine

. E. Curtis, M.D., Duke University School of Medicine, 1950; linical Professor of Psychiatry

. C. Cusack, M.D., Emory University, 1986; B.S., Dartmouth ollege, 1982; Assistant Professor of Surgery

. Cykert, M.D., Indiana University, 1983; B.S., Valparaiso niversity, 1977; Assistant Professor of Medicine

M. Czyzyk-krzeska, Ph.D., Warsaw Medical School, 1988; M.D., Varsaw Medical School, 1986; Research Assistant Professor of ediatrics (resigned June 1994)

. F. D'Cruz, M.D., St. John's Medical College, 1983; B.S., St. avier's College, 1978; Clinical Assistant Professor of Neurology

. J. D'Ercole, M.D., Georgetown University, 1969; A.B., niversity of Notre Dame, 1965; Professor of Pediatrics

. E. Dahners, M.D., University of Arizona, 1978; B.S., niversity of Arizona, 1975; Professor of Surgery

. Dai, Ph.D., Shanghai Institute of Physiology, 1990; M.S., hanghai Institute of Physiology, 1985; B.S., University of Science nd Technology, 1982; Instructor of Cell Biology and Anatomy

G. Dalldorf, M.D., Cornell University Medical College, 1958; .B., Bowdoin College, 1954; (retired February 1994); Professor f Pathology and Laboratory Medicine

. M. Dalston, Ph.D., Northwestern University, 1972; M.A., orthwestern University, 1966; B.A., Cornell University, 1964; rofessor of Surgery and Dental Ecology, School of Dentistry esigned June 1994)

. D. Dalton, Ph.D., The University of North Carolina at hapel Hill, 1969; B.S., Cornell University, 1962; Lecturer of icrobiology and Immunology

. Danis, M.D., University of Chicago, 1975; B.A., University of hicago, 1971; Associate Professor of Medicine

. P. Dansey, M.S., East Carolina University, 1993; B.S.N., East arolina University, 1989; A.A.S., Marshall University, 1965; linical Instructor of Medicine

. L. Davenport, M.D., University of Kentucky, 1982; A.B., arvard University, 1977; Assistant Professor of Pediatrics

. W. Davidian, M.D., The University of North Carolina at hapel Hill School of Medicine, 1968; B.A., The University of orth Carolina at Chapel Hill, 1963; Assistant Professor of nesthesiology

. W. Davis, Ph.D., The University of North Carolina at Chapel ill, 1978; M.A., San Francisco State University, 1973; B.A., San ancisco State University, 1969; Research Associate Professor of ysiology and Medicine

. P. Davis, R.N.M.S.N., University of Pennsylvania, 1989; S.N., Salve Regina College, 1984; Clinical Assistant Professor of diatrics (resigned March 1995)

U. Davis, M.D., Duke University School of Medicine, 1980; .D.S., The University of North Carolina at Chapel Hill, 1977; S., Wake Forest University, 1973; Assistant Professor of Surgery d Clinical Assistant Professor of Ophthalmology and Dental ology (School of Dentistry) (resigned July 1994)

N. L. Davis, Ph.D., University of Wisconsin, 1972; M.S., University of Wisconsin, 1970; M.S., Pomona College, 1967; Research Associate Professor of Microbiology and Immunology

J. C. Daw, Ph.D., Case Western Reserve University, 1966; B.A., Case Western Reserve University, 1959; Associate Director of Medical Sciences Teaching Laboratories, Adjunct Associate Professor of Physiology

K. Dawkins, M.D., Medical University of South Carolina, 1986; B.S., University of South Carolina at Columbia, 1982; Assistant Professor of Psychiatry

R. DeBliek, Ph.D., The University of North Carolina at Chapel Hill, 1987; M.Ed., The University of North Carolina at Chapel Hill, 1976; B.A., University of Toronto, Canada, 1974; Research Assistant Professor of Family Medicine and Biomedical Engineering

R. D. Deese, B.S., The University of North Carolina at Chapel Hill, 1981; Associate Director for University of North Carolina Physicians and Associates

G. H. DeFriese, Ph.D., University of Kentucky at Lexington, 1967; M.A., University of Kentucky at Lexington, 1966; B.S., Middle Tennessee State University, 1963; Professor of Social Medicine and Medicine, Director of Cecil G. Sheps Center for Health Services Research, Codirector of the Robert Wood Johnson Clinical Scholars Program

G. J. Dehmer, M.D., University of Wisconsin, 1975; B.S., Carroll College, 1971; Associate Professor of Medicine

F. W. Denny Jr., M.D., Vanderbilt University, 1946; B.S., Wofford College, 1944; Alumni Distinguished Professor of Pediatrics

G. A. Dent, M.D., Duke University School of Medicine, 1981; B.S., Duke University, 1978; Assistant Professor of Pathology and Laboratory Medicine

C. J. Der, Ph.D., University of California at Los Angeles, 1981; B.A., University of California at Los Angeles, 1975; Associate Professor of Pharmacology

F. C. Detterbeck, M.D., Northwestern University, 1983; B.S., University of Michigan, 1976; Assistant Professor of Surgery

L. L. Devaud, Ph.D., Oregon State University, 1988; B.S., California State University, 1976; Research Assistant Professor of Psychiatry

R. F. Devellis, Ph.D., George Peabody College, 1977; M.A., Connecticut College, 1973; B.S., University of Massachusetts, 1970; Research Director of Division of Rehabilitation

P. A. Diliberto, Ph.D., Duke University, 1985; B.A., DePauw University, 1977; Research Assistant Professor of Cell Biology and Anatomy

R. J. Dingledine Jr., Ph.D., Stanford University, 1975; B.S., Michigan State University, 1971; Adjunct Professor of Pharmacology

L. C. Dinwiddie, M.S., University of North Carolina at Chapel Hill; B.A., University of Arkansas, 1989; Clinical Instructor of Medicine

D. R. Dirschll, M.D., Oregon Health Science University, 1988; B.S., Stanford University, 1984; Assistant Professor of Surgery

S. Dogra, F.F.A.R.C.S.I., Royal College of Surgeons, 1991; D.A., Royal College of Surgeons, 1986; M.B., Armed Forces Medical College, 1977; Clinical Assistant Professor of Anesthesiology

D. L. Dolan, M.D., Vanderbilt University School of Medicine, 1955; B.A., Vanderbilt University, 1952; Professor of Medicine

J. F. Donohue, M.D., University of Medicine and Dentistry, 1969; A.B., St. Peter's College, New Jersey, 1965; Professor of Medicine

M. A. Dooley, M.D., The University of North Carolina at Chapel Hill, 1983; M.P.H., The University of North Carolina at Chapel Hill, 1985; B.S., Yale University, 1979; Research Assistant Professor of Medicine and Associate Director of the Thurston Arthritis Research Center

D. J. Dotters, M.D., University of California at Los Angeles, 1979; B.A., University of California at Berkeley, 1974; Associate Professor of Obstetrics and Gynecology

J. M. Dougherty, Ph.D., Virginia Polytechnic State University, 1984; M.A., Radford University, 1977; B.A., Concord College, 1975; Clinical Assistant Professor of Psychiatry

M. G. Douglas, Ph.D., St. Louis University, 1974; B.Sc., Southwestern University, 1967; Adjunct Professor of Biochemistry

S. M. Downs, M.D., Stanford University, 1986; M.S., Stanford University, 1986; B.A., University of Colorado, 1980; Assistant Professor of Pediatrics and Biomedical Engineering

A. F. Drake, M.D., The University of North Carolina at Chapel Hill, 1981; B.A., Cornell University, 1977; Associate Professor of Surgery and Pediatrics

W. Droegemueller, M.D., University of Colorado Health Science Center, 1960; B.A., University of Colorado, 1956; Chair and Robert A. Ross Distinguished Professor of Obstetrics and Gynecology

D. A. Drossman, M.D., Albert Einstein College of Medicine of Yeshiva University, 1970; B.A., Hofstra University, 1966; Professor of Medicine and Psychiatry

K. H. Dudley, Ph.D., The University of North Carolina at Chapel Hill, 1963; B.S., Elon College, 1959; Professor of Pharmacology

L. S. Dudley, M.D., Emory University, 1991; B.S., University of the South, 1987; Clinical Assistant Professor of Pediatrics

L. L. Dunn, M.D., Duke University School of Medicine, 1981; B.S., Davidson College, 1977; Clinical Assistant Professor of Pediatrics

P. F. Dunn, M.S.N., The University of North Carolina at Chapel Hill, 1984; B.S.N., State University of New York, Plattsburgh, 1980; Clinical Assistant Professor of Family Medicine

M. F. Durfee, M.P.H., The University of North Carolina at Chapel Hill, 1977; M.D., University of Virginia, 1963; B.A., Ohio University, 1959; Professor of Pediatrics and Lecturer of Maternal and Child Health, School of Public Health (resigned December 1994)

C. C. Dykstra, Ph.D., University of Georgia, 1984; M.S., University of Florida, 1978; A.B., Sweet Briar College, 1976; Assistant Professor of Pathology and Laboratory Medicine

H. S. Earp III, M.D., The University of North Carolina at Chapel Hill, 1970; M.S., The University of North Carolina at Chapel Hill, 1972; A.B., Johns Hopkins University, 1966; Lineberger Professor of Cancer Research, Professor of Medicine and Pharmacology, Deputy Director of the Lineberger Comprehensive Cancer Center

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M. E. Eberst, M.D., University of Cincinnati, 1987; B.S., University of Dayton, 1983; Clinical Assistant Professor of Emergency Medicine and Medicine

C. S. Edgell, Ph.D., University of Pittsburgh, 1974; M.S., University of Pittsburgh, 1969; B.A., Pennsylvania State University, 1963; Associate Professor of Pathology and Laborator Medicine

M. H. Edgell, Ph.D., Pennsylvania State University, 1965; M.S., Pennsylvania State University, 1964; B.S., Pennsylvania State University, 1961; Kenan Professor of Microbiology and Immunology, Distinguished Professor of Biochemistry

P. T. Edkins, M.D., The University of North Carolina at Chapel Hill, 1980; B.S., University of Mississippi, 1972; Clinical Assistant Professor of Radiation Oncology

T. M. Egan, M.D., University of Toronto, 1976; M.Sc., University of Toronto, 1984; Associate Professor of Surgery

D. E. Eifrig, M.D., Johns Hopkins University, 1960; B.A., Carleton College, 1956; Chair and Dr. and Mrs. Sterling A. Barrett Professor of Ophthalmology

R. A. Eisenberg, M.D., Stanford University School of Medicine, 1971; B.A., Haverford College, Pennsylvania, 1966; Professor of Medicine and Microbiology and Immunology

R. D. Ekstrom, M.P.H., The University of North Carolina at Chapel Hill, 1988; M.A., State University of New York at Buffalo, 1971; B.A., The University of North Carolina at Chapel Hill, 1966; Research Assistant Professor of Psychiatry

F. L. Eldridge, M.D., Stanford University School of Medicine, 1948; A.B., Stanford University, 1945; Professor of Medicine an Physiology

C. Elkins, Ph.D., Hahnemann University, 1989; M.S., Universit of Vermont, 1979; B.A., California Lutheran College, 1970; Research Assistant Professor of Medicine

A. H. Erickson, Ph.D., Mt. Sinai School of Medicine, 1977; B.A., Wellesley College, 1969; Associate Professor of Biochemistry

K. Erickson, Ph.D., University of North Carolina at Chapel Hill 1994; M.S., State University of New York, 1988; B.S., Cornell University, 1987; Research Assistant Professor of Medical Allied Health Professions

. J. Eron Jr., M.D., Harvard Medical School, 1984; B.S., Harpur ollege, 1980; Assistant Professor of Medicine and Associate rogram Director of the General Clinical Research Center

. J. Errede, Ph.D., University of California at San Diego, 1976; .A., Connecticut College, 1971; Professor of Biochemistry

. E. Estroff, Ph.D., University of Wisconsin at Madison, 1978; .A., University of Wisconsin at Madison, 1975; B.A., Duke niversity, 1972; Associate Professor of Social Medicine and sychiatry

. Eubanks, M.S., University of South Carolina, 1995; B.A., niversity of North Carolina at Chapel Hill, 1992; Clinical nstructor of Obstetrics and Gynecology

. T. Evans, M.D., University of Texas at Galveston, 1982; B.A., tanford University, 1975; Assistant Professor of Medicine

. P. Evans, M.D., University of Kansas, 1984; Ph.D., University f Kansas, 1983; Assistant Professor of Medicine

. D. Everson, Ph.D., Stanford University, 1982; B.A., Emory niversity, 1971; Clinical Associate Professor of Psychiatry

. E. Faber, Ph.D., University of Missouri at Columbia, 1981; .A., University of Missouri at Columbia, 1974; Professor of hysiology

. H. Fair, M.D., East Carolina University, 1983; B.A., University f North Carolina at Chapel Hill, 1979; Assistant Professor of urgery

. M. Fakhry, M.D., American University, Lebanon, 1981; B.S., merican University, Lebanon, 1976; B.A., International College, 974; Assistant Professor of Surgery

. J. Falk, M.D., The University of North Carolina at Chapel ill, 1977; B.S., Dartmouth College, 1973; Professor of Medicine

. A. Farber, Ph.D., University of Washington, 1973; A.B., berlin College, 1966; Associate Professor of Pathology and aboratory Medicine

B. Farel, Ph.D., University of California at Los Angeles, 1970; .A., University of California at Los Angeles, 1967; A.B., niversity of California at Berkeley, 1966; Professor of Physiology

. G. Faust, Ph.D., Princeton University, 1960; M.S., University f Southern California, 1957; A.B., New York University, 1953; rofessor of Physiology

. Favorov, Ph.D., University of North Carolina at Chapel Hill, 986; B.S., Moscow State University, 1977; Research Assistant rofessor of Biomedical Engineering

. W. Fernald, M.D., The University of North Carolina at hapel Hill, 1960; B.S., The University of North Carolina at hapel Hill, 1957; Professor of Pediatrics

D. Fernsten, Ph.D., Duke University, 1983; B.S., Duke niversity, 1974; Research Assistant Professor of Medicine

. E. Fidler, M.D., University of Nebraska, 1986; B.S., niversity of Nebraska, 1982; Assistant Professor of Pathology d Laboratory Medicine (resigned June 1994)

T. Fiedorek Jr., M.D., Harvard University, 1981; B.A., Yale niversity, 1976; Assistant Professor of Medicine

K. B. Fields, M.D., University of Kentucky, 1976; B.A., Yale University, 1971; Associate Professor of Family Medicine

J. D. Fine, M.D., University of Kentucky, 1976; B.S., Yale College, 1972; Professor of Dermatology

A. G. Finkel, M.D., State University of New York at Buffalo, 1985; B.A., Middlebury College, Vermont, 1975; Clinical Assistant Professor of Neurology

J. B. Finkel, M.D., Columbia University College of Physicians and Surgeons, 1961; A.B., Columbia University, 1957; Clinical Professor of Psychiatry

A. L. Finn, M.D., Boston University, 1958; A.B., Harvard University, 1954; Professor of Medicine and Physiology

W. F. Finn, M.D., State University of New York College of Medicine, 1966; B.S., Le Moyne College, New York, 1962; Professor of Medicine

T. H. Fischer, Ph.D., Florida State University, 1981; B.S., Florida State University, 1977; Research Assistant Professor of Medicine

S. A. Fiscus, Ph.D., Colorado State University, 1986; M.A., Duke University, 1971; B.S., Bates College, 1968; Assistant Professor of Microbiology and Immunology and Pathology and Laboratory Medicine

A. R. Flash, M.S.N., The University of North Carolina at Chapel Hill, 1985; B.S.N., The University of North Carolina at Chapel Hill, 1980; B.A., Oberlin College, 1964; Clinical Instructor of Medicine

J. D. Folds, Ph.D., Medical College of Georgia, 1967; B.S., University of Georgia at Atlanta, 1962; Professor of Microbiology and Immunology and Pathology and Laboratory Medicine

C. C. Fordham III, M.D., Harvard Medical School, 1951; Professor of Medicine and Social Medicine; Chancellor Emeritus of the University and Dean Emeritus of the School of Medicine

L. A. Fordham, M.D., Tufts University, 1989; B.A., Wellesley College, 1985; Assistant Professor of Radiology

D. T. Forman, Ph.D., Wayne State University, 1959; M.S., Wayne State University, 1957; B.S., Brooklyn College, 1953; Professor of Pathology and Laboratory Medicine and Biochemistry

W. C. Fowler Jr., M.D., The University of North Carolina at Chapel Hill, 1966; B.S., The University of North Carolina at Chapel Hill, 1961; Leonard Palumbo Professor of Gynecologic Oncology, Professor of Obstetrics and Gynecology

D. W. Francis Jr., N.N.P., University of Southern California, 1987; B.S.N., University of New Mexico, 1979; Clinical Assistant Professor of Pediatrics

E. G. Frantz, M.D., Milton Hershey Medical Center, 1981; B.S., Manchester College, 1977; Associate Professor of Pediatrics

D. M. Frazier, Ph.D., Duke University, 1969; M.P.H., The University of North Carolina at Chapel Hill, 1983; A.B., Drew University, 1964; Clinical Assistant Professor of Pediatrics and Biochemistry

H. L. Frazier, M.D., Bowman Gray School of Medicine, Wake Forest University, 1966; B.S., North Carolina State University, 1962; Clinical Professor of Psychiatry

G. L. Freed, M.D., Baylor College, 1987; B.A., University of Texas at Austin, 1983; Assistant Professor of Pediatrics and Health Policy and Administration

S. F. Freedman, M.D., Harvard Medical School, 1985; B.S., Duke University, 1981; Assistant Professor of Ophthalmology and Pediatrics (resigned December 1994)

J. A. Freeman, M.D., Indiana University, 1986; B.S., University of Notre Dame, 1982; Assistant Professor of Surgery

E. B. Freid, M.D., University of Health Sciences Chicago Medical School, 1984; B.S., Rockford College, 1979; Assistant Professor of Anesthesiology and Pediatrics

J. A. Frelinger, Ph.D., California Institute of Technology, 1973; B.A., University of California at San Diego, 1969; Chair and Sarah Graham Kenan Professor of Microbiology and Immunology

F. S. French, M.D., University of Rochester, 1956; A.B., University of Kansas, 1951; Professor of Pediatrics

E. C. Frey, Ph.D., The University of North Carolina at Chapel Hill, 1989; B.S., Davidson College, 1981; Research Assistant Professor of Biomedical Engineering

F. A. Fried, M.D., University of Chicago, Illinois, 1961; B.S., Brooklyn College, New York, 1957; Drs. John Sloan Rhodes and John Flint Rhodes Professor of Urology, Professor of Surgery

H. M. Fried, Ph.D., Cornell University, 1978; B.A., Johns Hopkins University, 1972; Associate Professor of Biochemistry

C. P. Friedman, Ph.D., The University of North Carolina at Chapel Hill, 1977; M.S., Massachusetts Institute of Technology, 1971; B.S., Massachusetts Institute of Technology, 1971; Professor of Family Medicine; Assistant Dean for Medical Education and Medical Informatics; Director, Office of Educational Development

W. H. Friedman, Ph.D., University of Connecticut, 1964; M.A., University of Connecticut, 1960; M.A., University of Kansas, 1958; Clinical Professor of Psychiatry

D. S. Fritsch, Ph.D., University of North Carolina at Chapel Hill, 1993; M.S., University of North Carolina at Chapel Hill, 1989; B.S., Johns Hopkins University, 1987; Research Assistant Professor of Radiation Oncology

M. A. Fritz, M.D., Tulane University, 1977; B.S., United States Air Force Academy, 1973; Professor of Obstetrics and Gynecology

S. C. Froehner, Ph.D., California Institute of Technology, 1972; B.S., University of Texas at Austin, 1968; Chair and Professor of Physiology

J. W. Furman, M.D., University of Cincinnati, 1978; B.S., University of Cincinnati, 1974; Clinical Assistant Professor of Family Medicine

D. A. Gabriel, M.D., The University of North Carolina at Chapel Hill, 1972; Ph.D., The University of North Carolina at Chapel Hill, 1979; B.S., The University of North Carolina at Chapel Hill, 1965; Professor of Medicine and Assistant Dean and Associate Chief of Staff for Inpatient Care, University of North Carolina Hospitals

S. E. Gabriel, Ph.D., University of Saskatchewan, 1990; B.S., University of Saskatchewan, 1984; Research Assistant Professor of Pediatrics

M. L. Gaido, Ph.D., West Virginia University, 1987; B.S., Notre Dame University, 1983; Research Assistant Professor of Medicine

M. Galanos, M.S., Vanderbilt University, 1975; B.A., University of Arkansas, 1974; Clinical Instructor of Medical Allied Health Professions

J. C. Garbutt, M.D., University of Illinois College of Medicine, 1975; B.A., University of Illinois, 1971; Associate Professor of Psychiatry

J. M. Garfunkel, M.D., Temple University School of Medicine, 1948; M.S., Temple University, 1953; Clinical Professor of Pediatrics

J. M. Garrett, Ph.D., University of North Carolina at Chapel Hill, 1990; M.D., University of North Carolina at Chapel Hill, 1978; B.A., University of North Carolina at Chapel Hill, 1969; Research Associate Professor of Medicine and Epidemiology

C. M. Gasperetti, M.D., Mount Sinai School of Medicine, 1984; A.B., Harvard University, 1979; Assistant Professor of Medicine (resigned June 1994)

J. T. Gatzy Jr., Ph.D., University of Rochester, 1963; B.S., Pennsylvania State University, 1958; Professor of Pharmacology

M. Gavigan, R.N., B.S.N., Niagara University, 1976; Clinical Instructor of Medicine (resigned October 1994)

L. S. Georges, M.D., Medical College of Georgia, 1976; M.S., Medical College of Georgia, 1972; B.S., Emory University, 1970; Clinical Assistant Professor of Anesthesiology

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J. D. Geratz, M.D., J.W. Goethe University, Frankfurt, 1953; Professor of Pathology and Laboratory Medicine

L. S. Gettes, M.D., University of Pennsylvania, 1958; B.A., Harvard University, 1954; Henry A. Foscue Distinguished Professor of Medicine and Professor of Physiology

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J. L. Gibson, B.S, The University of North Carolina at Chapel Hill, 1989; Clinical Instructor of Medical Allied Health Professions (resigned June 1995)

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W. B. Greene, M.D., The University of North Carolina at Chapel Hill, 1972; B.S., Davidson College, 1968; Professor of Surgery and Pediatrics

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M. A. Greganti, M.D., University of Mississippi, 1972; B.S., Millsaps College, 1968; Professor of Medicine

D. H. Gremillion, M.D., Louisiana State University, 1972; B.S., Louisiana State University, 1968; Associate Professor of Medicine

J. Griffith, Ph.D., California Institute of Technology, 1969; B.A., Occidental College, California, 1964; Professor of Microbiology and Immunology and Biochemistry

T. R. Griggs, M.D., The University of North Carolina at Chapel Hill, 1969; B.A., The University of North Carolina at Chapel Hill, 1965; Professor of Medicine and Pathology and Laboratory Medicine

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B. S. Grimson, M.D., Duke University School of Medicine, 1969; B.A., Washington and Lee University, 1965; Professor of Ophthalmology

J. W. Grisham, M.D., Vanderbilt University, 1957; B.A., Vanderbilt University, 1953; Chair and Kenan Professor of Pathology and Laboratory Medicine, Professor of Medicine

J. H. Grose, Ph.D., Northwestern University, 1987; M.S., University of Southhampton, United Kingdom, 1981; B.A., University of Keele, United Kingdom, 1979; Assistant Professor of Surgery

M. T. Gross, Ph.D., The University of North Carolina at Chapel Hill, 1986; M.S., The University of North Carolina at Chapel Hill, 1983; B.S., University of Florida, 1979; B.A., Miami University of Ohio, 1976; Assistant Professor of Medical Allied Health Professions and Adjunct Assistant Professor of Physical Education, Exercise and Sports Science

B. R. Grubb, Ph.D., Northwestern University, 1974; M.S., Northwestern University, 1972; M.S., Illinois Wesleyan University, 1970; Research Assistant Professor of Medicine

S. K. Gudeman, M.D., University of Cincinnati, 1976; A.B., Indiana University, 1972; Van Weatherspoon Jr. Distinguished Professor of Surgery

P. J. Guest, M.D., University of Texas, 1983; B.S., Austin College, 1979; Clinical Assistant Professor of Dermatology

G. P. Guiteras, M.D., The University of North Carolina at Chapel Hill, 1969; A.B., University of the South, Tennessee, 1965; Clinical Associate Professor of Family Medicine

J. J. Gupta, Ph.D., Medical College of Virginia, 1991; B.S., Seth G.S. Medical College (India), 1986; Clinical Assistant Professor of Medical Allied Health Professions

R. E. Gwyther, M.D., Medical College of Ohio, 1975; M.B.A., Case Western Reserve University, 1968; A.B., Adelbert College, 1966; Professor of Family Medicine

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J. D. Hacke, M.A., University of North Carolina at Chapel Hill, 1980; B.S., University of Montana, 1976; Clinical Assistant Professor of Medical Allied Health Professions

C. R. Hackenbrock, Ph.D., Columbia University, 1966; B.S., Wagner College, 1961; Chair and Professor of Cell Biology and Anatomy

N. M. Hadler, M.D., Harvard Medical School, 1968; A.B., Yale College, 1964; Professor of Medicine and Microbiology and Immunology

J. J. Haggerty, M.D., University of Maryland, 1971; B.S., Marquette University, 1967; Associate Professor of Psychiatry

W. A. Hale, M.D., University of Pittsburgh, 1974; M.S., Case Western Reserve University, 1986; M.S., Thiel College, Ohio, 1970; Associate Professor of Family Medicine

C. D. Hall, M.D., Aberdeen University, Scotland, 1966; Interim Chair and Professor of Neurology, Professor of Medicine

J. B. Hall, M.D., Medical University of South Carolina, 1974; A.B., Taylor University, 1969; Clinical Professor of Obstetrics and Gynecology

S. H. Hall, Ph.D., North Carolina State University, 1984; M.S., North Carolina State University, 1970; M.S., The University of North Carolina at Chapel Hill, 1967; Research Assistant Professor of Pediatrics

J. W. Hall III, Ph.D., The University of North Carolina at Chapel Hill, 1976; M.S., The University of North Carolina at Chapel Hill, 1980; B.S., College of William and Mary, 1972; Professor of Surgery

J. H. Hall Jr., M.D., Bowman Gray School of Medicine, Wake Forest University, 1988; P.A., Bowman Gray School of Medicine, 1984; B.A., Wake Forest University, 1982; Clinical Instructor of Dermatology

J. S. Halle, M.D., Tufts University School of Medicine, 1975; B.A., Barnard College, New York, 1971; Clinical Assistant Professor of Radiation Oncology

S. Halleck, M.D., University of Chicago, 1952; Sc.D., Rockford University, 1969; B.S., University of Chicago, 1950; Professor of Psychiatry

J. E. Hammond, Ph.D., University of Florida, 1974; B.S., Florida State University, 1968; M.S., Duke University, 1989; Professor of Medicine and Pathology and Laboratory Medicine

H. Hamrick, M.D., The University of North Carolina at Chapel Hill, 1967; B.A., The University of North Carolina at Chapel Hill, 1961; Professor of Pediatrics

J. B. Handy, Ph.D., Virginia Polytechnic Institute, 1976; B.S., Virginia Polytechnic Institute, 1970; Associate Professor of Microbiology and Immunology and Pathology and Laboratory Medicine

A. R. Hansen, M.D., University of Iowa at Iowa City, 1977; Ph.D., University of Iowa at Iowa City, 1970; M.S., University o Iowa at Iowa City, 1968; B.S., Michigan Technical University, 1965; Visiting Professor of Family Medicine

W. F. Hansen, M.D., Northwestern Medical School, 1986; B.S., University of Michigan, 1974; Assistant Professor of Obstetrics and Gynecology

L. C. Hanson, M.D., Harvard Medical School, 1986; B.S., Duke University, 1982; Assistant Professor of Medicine

T. K. Harden, Ph.D., University of Mississippi at Jackson, 1974; B.S., Delta State University, Mississippi, 1970; Professor of Pharmacology

F. Hargett, M.D., The University of North Carolina at Chapel Hill, 1983; B.S., Fayetteville State University, 1976; Clinical Assistant Professor of Family Medicine

C. Harper, Ph.D., University of Missouri at Columbia, 1969; M.S., Iowa State University, 1963; M.S., Tuskegee Institute, 1961; B.S., Tuskegee Institute, 1959; Associate Professor of Pharmacology

J. R. Harper, M.D., The University of North Carolina at Chapel Hill, 1960; B.A., The University of North Carolina at Chapel Hill, 1956; Clinical Professor of Medicine

H. F. Harris, M.S., The University of North Carolina at Chapel Hill, 1973; B.A., Duke University, 1972; Clinical Assistant Professor of Medical Allied Health Professions (resigned June 1995)

R. P. Harris, M.D., Johns Hopkins School of Medicine, 1970; B.A., Johns Hopkins University, 1967; Assistant Professor of Medicine and Epidemiology

M. F. Harrison, Ph.D., The University of North Carolina at Chapel Hill, 1989; M.Ed., Boston University, 1973; B.A., Emory University, 1970; Assistant Professor of Medical Allied Health Professions

. S. Haskill, Ph.D., University of Toronto, 1966; M.A., University of Toronto, 1964; B.S., University of Toronto, 1962; Professor of Obstetrics and Gynecology and Microbiology and mmunology

D. M. Hattem, Ph.D., University of Southern California, 1983; M.A., University of Southern California, 1981; M.A., University of California at Los Angeles, 1978; Clinical Associate Professor of Psychiatry

G. Haughton, Ph.D., University of Southampton, England, 1958; B.S., University of Southampton, 1955; Professor of Microbiology nd Immunology

. N. Hayward, M.D., Tufts University School of Medicine, 1954; B.S., Tufts University, 1950; Chair and H. Houston Merritt Distinguished Professor of Neurology, Professor of Medicine retired June 1995)

M. J. Hazucha, M.D., Comenius University, Czechoslovakia, 962; Ph.D., McGill University, Canada, 1973; Research Associate Professor of Medicine

. D. Heine, M.A., Syracuse University, 1992; M.S., University of Rochester, 1990; B.S., University of Rochester, 1988; B.A., University of Rochester, 1988; Research Instructor of Psychiatry

W. D. Heizer, M.D., Johns Hopkins University, 1963; A.B., King College, 1958; Professor of Medicine and Nutrition

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W. Henderson, M.D., The University of North Carolina at Chapel Hill, 1970; B.S., The University of North Carolina at Chapel Hill, 1967; Professor of Pediatrics

. E. Henderson, Ph.D., University of Michigan, 1982; M.A., niversity of Michigan, 1977; B.A., Oberlin College, 1971; ssociate Professor of Social Medicine

. C. Henderson, M.D., University of Chicago, 1980; Ph.D., niversity of Chicago, 1978; B.S., University of Illinois, 1973; ssociate Professor of Surgery and Pediatrics

. C. Henke, M.D., The University of North Carolina at Chapel ill, 1977; M.P.H., The University of North Carolina at Chapel ill, 1973; B.S., University of Maryland, 1969; Assistant ofessor of Medicine

. W. Henry, M.D., The University of North Carolina at Chapel ill, 1977; B.A., The University of North Carolina at Chapel ill, 1973; Professor of Pediatrics

M. M. Henry, M.D., The University of North Carolina at Chapel Hill, 1977; B.A., The University of North Carolina at Chapel Hill, 1973; Associate Professor of Pediatrics

W. A. Hensel, M.D., Ohio State University, 1978; B.A., Ohio State University, 1978; Clinical Associate Professor of Family Medicine

M. M. Henson, Ph.D., Yale University, 1967; M.A., Smith College, 1959; B.A., Park College, 1957; Research Professor of Surgery

O. W. Henson Jr., Ph.D., Yale University, 1964; M.A., University of Kansas, 1960; B.A., University of Kansas, 1957; Professor of Cell Biology and Anatomy and Surgery

C. A. Herbst Jr., M.D., University of Mississippi Medical School, 1967; M.S., University of Mississippi Medical School, 1972; B.S., Mississippi College, 1963; Professor of Surgery

M. C. Herbst, M.S., University of North Carolina at Chapel Hill, 1986; B.S., University of Delaware, 1982; Clinical Instructor of Medicine

J. C. Herion, M.D., Harvard Medical School, 1953; B.S., Davidson College, 1949; Professor of Medicine

B. Herman, Ph.D., University of Connecticut, 1980; B.A., Adelphi University, 1975; Professor of Cell Biology and Anatomy

J. T. Hernandez, Ph.D., North Carolina State University, 1988; M.S., The University of North Carolina at Chapel Hill, 1971; B.S., University of Rochester, 1967; Clinical Assistant Professor of Psychiatry

W. B. Herring, M.D., Bowman Gray School of Medicine, Wake Forest University, 1953; B.S., Wake Forest College, 1949; Professor of Medicine (retired June 1994)

A. E. Hilger, Ph.D., University of South Carolina, 1974; M.S., University of South Carolina, 1969; A.B., Bellarmine College, 1966; Associate Professor of Medical Allied Health Professions

M. A. Hill, M.D., Wright State University, 1982; B.S., Purdue University, 1978; Clinical Associate Professor of Psychiatry

A. L. Hinderliter, M.D., Washington University, 1981; B.S., University of Illinois at Urbana, 1977; Associate Professor of Medicine

A. R. Hinn, M.D., The University of North Carolina at Chapel Hill School of Medicine, 1987; B.A., North Carolina State University, 1983; Clinical Assistant Professor of Neurology and Surgery

B. J. Hoffman, M.D., Emory University, 1976; B.S., Duke University, 1972; Clinical Assistant Professor of Medicine

K. K. Hoffman, M.S., University of Virginia, 1987; B.S.N., Indiana University, 1979; Clinical Instructor of Medicine

I. Hoffman, B.E., University of Arizona, 1974; A.B., University of Indiana, 1972; Research Instructor of Medicine

M. T. Hoffman, M.D., University of Iowa College of Medicine, 1982; Ph.D., University of Iowa, 1982; B.S., New Mexico State University, 1976; Adjunct Assistant Professor of Medicine

S. L. Hogan, M.P.H., University of North Carolina at Chapel Hill, 1993; B.S., University of North Carolina at Chapel Hill, 1981; Research Instructor of Medicine

D. J. Holbrook Jr., Ph.D., The University of North Carolina at Chapel Hill, 1959; B.S., College of William and Mary, 1955; Associate Professor of Biochemistry and Associate Director of the Curriculum in Toxicology

D. K. Holmes, M.D., The University of North Carolina at Chapel Hill, 1980; B.S., The University of North Carolina at Chapel Hill, 1976; Assistant Professor of Surgery

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A. J. Hoole, M.D., Medical College of South Carolina, 1964; B.A., University of the South, Tennessee, 1956; Professor of Medicine and Social Medicine

C. R. Hooper, Ph.D., Case Western Reserve University, 1979; M.A., University of North Carolina at Greensboro, 1974; B.A., Wake Forest University, 1973; Clinical Associate Professor of Medical Allied Health Professions

S. R. Hooper, Ph.D., University of Georgia, 1984; M.A., Western Kentucky University, 1978; B.A., Juniata College, 1976; Associate Professor of Psychiatry

R. L. Hopfer, Ph.D., Oklahoma State University, 1972; B.S., Oklahoma State University, 1967; Associate Professor of Microbiology and Immunology and Pathology and Laboratory Medicine

J. P. Horrigan, M.D., University of Rochester, 1988; S.C.B., Brown University, 1984; Clinical Assistant Professor of Psychiatry

J. F. Howard Jr., M.D., University of Vermont at Burlington, 1974; B.A., University of Vermont at Burlington, 1970; Professor of Neurology and Medicine

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B. E. James, Ph.D., Florida State University, 1965; M.S., Florida State University, 1963; B.A., Winthrop College, 1961; Associate rofessor of Psychiatry and Family Medicine

D. S. Janowsky, M.D., University of California at San Francisco, 1964; B.S., University of California at San Francisco, 1961; rofessor of Psychiatry

. F. Jaques, M.D., Middlesex Hospital and Medical School, ngland, 1970; B.S., University College, London, 1961; Professor f Radiology and Surgery

W. N. Jarjour, M.D., Damascus University, 1982; Research ssistant Professor of Medicine

. G. Jenkins, M.L.S., University of Oregon, 1972; B.A., alamazoo College, 1968; Director of the Health Sciences Library

. C. Jennette, M.D., The University of North Carolina at Chapel Hill, 1973; B.S., The University of North Carolina at Chapel Hill, 1969; Professor of Medicine and Pathology and Laboratory ledicine

. W. Jensen, M.D., Case Western Reserve University, 1969; B.A., omona College, California, 1963; Associate Professor of sychiatry and Medicine

M. Johns, Ph.D., University of Georgia, 1988; M.A., East arolina University, 1980; B.A., East Carolina University, 1977; .S., East Carolina University, 1974; Research Assistant Professor f Psychiatry and Psychology

. M. Johnson, M.D., Vanderbilt University, 1959; A.B., Asbury ollege, 1955; Professor of Pediatrics

. G. Johnson, M.D., Virginia Commonwealth University ledical College, 1982; B.S., Duke University, 1978; Assistant rofessor of Medicine

. Johnson, Sc.D., Johns Hopkins University, 1986; M.P.H., ohns Hopkins University, 1979; M.A., Marywood College, 1976; .S.N., University of Pennsylvania, 1970; Clinical Assistant rofessor of Dermatology and Public Health Nursing

I. W. Johnson, M.D., Tufts University, 1988; B.S., Tufts niversity, 1983; Assistant Professor of Surgery

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. Johnson Jr., M.D., Cornell University Medical College, 1952; S., The University of North Carolina at Chapel Hill, 1949; oscoe Bennett Gray Cowper Distinguished Professor of Surgery d Special Assistant to the Dean

E. Johnston, Ph.D., Vanderbilt University, Tennessee, 1968; .S., Vanderbilt University, 1958; B.S., University of Akron, hio, 1956; Professor of Radiology and Environment Sciences d Engineering

E. Johnston, Ph.D., University of Texas, 1973; B.A., Rice niversity, 1968; Professor of Microbiology and Immunology

J. D. Joines, M.D., University of North Carolina at Chapel Hill, 1988; M.S., Appalachian State University, 1984; B.A., University of North Carolina at Chapel Hill, 1973; Assistant Professor of Medicine

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G. R. Jones, M.D., Oregon Health Sciences University School of Medicine, 1980; B.S., Oregon State University, 1976; Assistant Professor of Pediatrics

K. R. Jones, M.D., The University of North Carolina at Chapel Hill, 1986; Ph.D., Florida State University, 1980; M.S., Florida State University, 1977; B.A., Florida State University, 1974; Assistant Professor of Surgery

M. E. Jones, Ph.D., Yale University, 1951; B.S., University of Chicago, 1944; Kenan Professor of Biochemistry and Biophysics (retired June 1995)

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D. R. Joseph, Ph.D., University of Miami, 1970; M.S., University of Miami, 1968; B.S., Florida State University, 1963; Research Professor of Pediatrics

R. L. Juliano, Ph.D., University of Rochester, 1971; B.S., Cornell University, 1963; Chair and Professor of Pharmacology

E. R. Kafer, M.D., University of Sydney, Australia, 1970; M.B.B., University of Sydney, 1962; B.Sc., University of Sydney, 1959; Professor of Anesthesiology and Physiology

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H. Ke, Ph.D., Harvard University, 1989; B.S., Zhongshan University, 1976; Associate Professor of Biochemistry

B. A. Keagy, M.D., University of Pittsburgh, 1970; A.B., Duke University, 1966; Professor of Surgery

B. Keefe, M.D., Columbia University College of Physicians and Surgeons, 1981; B.A., St. John's College, 1976; Assistant Professor of Radiology and Obstetrics and Gynecology

J. C. Keene, M.S., University of Cincinnati, 1971; B.S., St. Louis University, 1970; Associate Professor of Medical Allied Health Professions

L. D. Keith, M.S., The University of North Carolina at Chapel Hill, 1985; M.S., Virginia State University, 1976; B.S., North Carolina Agricultural and Technical State University, 1975; Lecturer of Medical Allied Health Professions and Director of Medical Education Development

S. S. Kelley, M.D., University of Iowa, 1982; B.S., University of Iowa, 1979; Assistant Professor of Surgery

S. C. Kenney, M.D., Yale University School of Medicine, 1979; B.A., Yale University, 1975; Associate Professor of Medicine and Microbiology and Immunology

T. C. Keyserling, M.D., Emory University, 1982; B.S., Duke University, 1976; Assistant Professor of Medicine

J. M. Khoury, M.D., Georgetown University, 1981; A.B., St. Louis University, 1977; Associate Professor of Surgery

H. S. Kim, Ph.D., Tohoku University (Japan), 1982; M.S., Kyung University (Korea), 1975; B.S., Kyung University, 1969; Research Assistant Professor of Pathology and Laboratory Medicine

M. A. Kimball, M.S.W., The University of North Carolina at Chapel Hill, 1987; B.A., Elon College, 1967; Clinical Instructor of Pediatrics and Social Work

N. M. King, J.D., The University of North Carolina at Chapel Hill, 1980; B.A., St. John's College, 1975; Associate Professor of Social Medicine and Law

S. L. Kirby, M.D., University of North Carolina at Chapel Hill, 1988; Ph.D., University of North Carolina at Chapel Hill, 1994; B.S., North Carolina State University, 1982; Research Instructor of Medicine

J. H. Kirkman, M.D., Johns Hopkins University, 1952; M.S., Emory University, 1950; B.S., Georgia Institute of Technology, 1947; Clinical Professor of Pediatrics

M. A. Kiser, M.D., University of North Carolina at Chapel Hill, 1985; Ph.D., London University, 1973; B.S., London University, 1969; Clinical Assistant Professor of Medicine

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M. R. Knowles, M.D., The University of North Carolina at Chapel Hill, 1971; B.A., The University of North Carolina at Chapel Hill, 1967; Professor of Medicine

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T. W. Lane, M.D., Cornell University Medical College, 1971; B.A., Yale University, 1967; Professor of Medicine

. F. Langay, B.S., Hahnemann University, 1991; Clinical nstructor of Medicine

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. M. Lauder, Ph.D., Purdue University, 1972; B.A., University of Maine at Orono, 1967; Professor of Cell Biology and Anatomy

. J. Laudicina, Ph.D., Temple University, 1987; M.Ed., Temple niversity, 1980; B.S., Purdue University, 1970; Assistant rofessor of Medical Allied Health Professions

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W. T. Lawrence, M.D., University of Virginia, 1976; M.P.H., Harvard University, 1976; B.S., Yale University, 1972; Ethel F. nd James A. Valone Distinguished Associate Professor of Plastic nd Reconstructive Surgery, Associate Professor of Surgery

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J. W. Lea, Ph.D., The University of North Carolina at Chapel Hill, 1973; M.A., Stetson University, 1965; M.A., Stetson University, 1964; Associate Professor of Family Medicine and Director of the Office of International Affairs and the Program for International Training in Health

S. A. Leadon, Ph.D., California State University at Los Angeles, 1979; B.S., University of Washington, 1975; Associate Professor of Radiation Oncology

B. H. Lee, M.D., Bowman Gray School of Medicine, Wake Forest University, 1989; A.B., Duke University, 1984; Clinical Instructor of Anesthesiology (resigned June 1994)

C. E. Lee, M.D., University of Michigan, 1989; B.S., University of Michigan, 1984; Clinical Assistant Professor of Ophthalmology

D. C. Lee, Ph.D., University of Washington at Seattle, 1979; B.S., Stanford University, 1973; Professor of Microbiology and Immunology

G. M. Lee, Ph.D., Duke University, 1989; M.S., East Tennessee State University, 1983; M.S., University of Missouri, 1971; Research Assistant Professor of Cell Biology and Anatomy

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J. K. Lee, M.D., Washington University School of Medicine, 1973; Chair and Professor of Radiology

M. Y. Lee, M.D., University of Illinois School of Medicine, 1984; B.S., University of Illinois at Urbana, 1980; Chair and Associate Professor of Physical Medicine and Rehabilitation

V. A. Legrys, Ph.D., Catholic University, 1982; M.S., Catholic University, 1980; B.S., Wake Forest University, 1977; Professor of Medical Allied Health Professions

J. P. Lehm, M.D., Odense University (Denmark), 1984; Clinical Instructor of Anesthesiology

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L. S. Leininger, M.D., University of Iowa, 1979; B.S., Iowa State University, 1972; M.P.H., The University of North Carolina at Chapel Hill, 1990; Clinical Assistant Professor of Medicine and Social Medicine

E. A. Leistikow, M.D., Wayne State University, 1985; Ph.D., Wayne State University, 1989; M.A., Michigan State University, 1977; B.S., Michigan State University, 1972; Assistant Professor of Pediatrics

J. J. Lemasters, M.D., Johns Hopkins University, 1975; Ph.D., Johns Hopkins University, 1975; B.A., Yale University, 1969; Professor of Cell Biology and Anatomy

S. M. Lemon, M.D., University of Rochester, 1972; A.B., Princeton University, 1968; Professor of Medicine and Microbiology and Immunology

J. G. Lenhart, M.D., University of New Mexico, 1976; B.A., University of Montana, 1967; Clinical Associate Professor of Family Medicine

B. R. Lentz, Ph.D., Cornell University, 1973; B.A., University of Pennsylvania, 1966; Professor of Biochemistry

P. A. Leone, M.D., Northeastern Ohio University, 1982; B.S., Kent State University, 1982; Clinical Assistant Professor of Medicine

H. R. Lesesne, M.D., Vanderbilt University, 1967; B.A., Vanderbilt University, 1963; Professor of Medicine

B. A. Lessey, M.D., University of Colorado, 1984; Ph.D., Colorado State University, 1980; M.S., Colorado State University, 1978; B.S., University of Delaware, 1976; Associate Professor of Obstetrics and Gynecology

G. E. Lester, Ph.D., Medical College of Virginia, 1977; B.A., Mary Baldwin College, 1969; Research Associate Professor of Surgery and Pharmacology

K. J. Levin, M.D., University of Vermont, 1961; A.B., Dartmouth College, 1957; Professor of Anesthesiology and Pediatrics

M. D. Levine, M.D., Harvard Medical School, 1966; A.B., Brown University, 1961; Professor of Pediatrics, Director of the Clinical Center for the Study of Development and Learning

S. E. Levinson, M.D., Cornell University Medical College, 1974; A.B., Cornell University, 1970; Clinical Associate Professor of Medicine

C. L. Lewis, Ph.D., University of North Carolina at Greensboro, 1992; M.S., The University of North Carolina at Chapel Hill, 1981; M.S., Duke University, 1972; B.S., Guilford College, 1970; Assistant Professor of Medical Allied Health Professions

S. N. Lichtman, M.D., University of Toronto, 1978; Associate Professor of Pediatrics

A. R. Light, Ph.D., State University of New York Upstate Medical Center, 1976; B.A., Hamilton College, New York, 1972; Professor of Physiology

K. C. Light, Ph.D., Syracuse University, 1976; M.A., Syracuse University, 1975; A.B., Vassar College, 1972; Professor of Psychiatry and Physiology

D.K. Liles, M.D., University of Missouri, 1986; B.S., University of Missouri, 1986; Research Assistant Professor of Medicine

W. A. Lim, M.D., Cebu Institute of Medicine, 1983; B.S., University of San Carlos, 1979; Clinical Assistant Professor of Pediatrics

M. B. Lincolin-Boyea, M.S., Sarah Lawrence College, 1986; B.A., Albion College, 1984; Clinical Instructor of Obstetrics and Gynecology (resigned April 1995)

B. A. Lindsey, M.D., East Carolina University School of Medicine, 1984; B.S., Trevecca College, 1980; Clinical Associate Professor of Psychiatry

D. Lindsey, M.P.H., The University of North Carolina at Chapel Hill, 1975; B.S., Kent State University, 1965; Clinical Associate Professor of Medical Allied Health Professions

M. B. Liptzin, M.D., University of Rochester, 1959; A.B., Columbia University, 1955; Associate Professor of Psychiatry (retired July 1994)

M. C. Lish, M.D., University of California, 1982; B.S., University of California, 1976; Clinical Assistant Professor of Anesthesiology

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J. P. Loehr, M.D., Washington University School of Medicine, Missouri, 1981; B.S., Stanford University, 1975; Assistant Professor of Pediatrics

J. A. Lohr, M.D., The University of North Carolina at Chapel Hill, 1967; B.A., The University of North Carolina at Chapel Hill, 1962; Professor of Pediatrics

W. A. Long, M.D., University of North Carolina at Chapel Hill, 1976; B.A., University of North Carolina at Chapel Hill, 1971; Research Associate Professor of Pediatrics

B. M. Longmire, B.S.N., The University of North Carolina at Chapel Hill, 1992; A.D.N., Wake Technical College, 1988; B.A., The University of North Carolina at Chapel Hill, 1973; Clinical Instructor of Medicine

J. W. Loonsk, M.D., State University of New York at Buffalo, 1986; B.A., Johns Hopkins University; Assistant Professor of Biomedical Engineering; Assistant Dean for Information Systems Director of the Office of Information Systems

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J. N. Lozier, M.D., Indiana University School of Medicine, 1985 Ph.D., Indiana University, 1983; B.S., Indiana University, 1979; Research Assistant Professor of Medicine

. N. Lucas, Ph.D., The University of North Carolina at Chapel ill, 1973; M.S., University of Arizona, 1967; B.A., Dakota Wesleyan University, 1961; Chair and Professor of Biomedical ngineering, Professor of Surgery

W. J. Lucas, M.D., University of Florida College of Medicine, 983; D.D.S., The University of North Carolina at Chapel Hill, 973; Assistant Professor of Anesthesiology and Surgery

. J. Ludington, M.S., The University of North Carolina at hapel Hill, 1981; B.A., Middlebury College, 1957; Clinical nstructor of Medical Allied Health Professions

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. J. Ma, M.D., George Washington University, 1990; B.A., niversity of Colorado, 1986; Assistant Professor of Emergency edicine

. K. Macrae, Ph.D., Columbia University, 1946; M.S., olumbia University, 1941; B.S., Bates College, 1940; Professor Cell Biology and Anatomy (deceased October 1995)

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. Maeda, Ph.D., Tohoku University (Japan), 1977; M.S., hoku University, 1974; B.S., Tohoku University, 1972; ssociate Professor of Pathology and Laboratory Medicine

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F. Maness, Ph.D., University of Texas, 1975; M.S., University Texas, 1972; B.A., University of Texas, 1970; Professor of ochemistry

E. S. Mann, M.D., Cornell University Medical College, 1969; B.A., Swarthmore College, 1965; Associate Professor of Anesthesiology and Associate Dean for Admissions

J. D. Mann, M.D., Cornell University Medical College, 1969; B.A., Amherst College, 1965; Professor of Neurology and Medicine

J. E. Manning, M.D., The University of North Carolina at Chapel Hill, 1985; B.A., The University of North Carolina at Chapel Hill, 1981; Assistant Professor of Emergency Medicine and Surgery

L. M. Marcus, Ph.D., University of Minnesota, 1972; B.A., University of Pennsylvania, 1967; B.A., Princeton University, 1965; Professor of Psychiatry and Psychology

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P. B. Marshburn, M.D., Emory University, 1984; M.S., Emory University, 1980; B.S., Duke University, 1977; Clinical Assistant Professor of Obstetrics and Gynecology

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W. A. Marston, M.D., University of Virginia, 1988; B.A., Harvard University, 1982; Assistant Professor of Surgery

S. J. Martinkosky, Ph.D., Ohio State University, 1975; M.A., Western Michigan University, 1967; B.S., Ohio University, 1966; Clinical Associate Professor of Surgery and Medical Allied Health Professions

W. F. Marzluff, Ph.D., Duke University, 1971; A.B., Harvard College, 1967; Interim Chair and Professor of Biochemistry and Biophysics, Director of the Program in Molecular Biology and Biotechnology

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W. D. Mattern, M.D., Columbia University College of Physicians and Surgeons, 1965; B.A., Hamilton College, New York, 1961; Professor of Medicine; Senior Associate Dean

M. A. Mauro, M.D., Cornell University Medical College, 1977; B.S., Cornell University, 1973; Professor of Radiology and Surgery

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J. G. Maxwell, M.D., University of Utah, 1958; B.S., University of Utah, 1954; Professor of Surgery

D. C. Mayer, M.D., Tulane University School of Medicine, 1986; B.S., Tulane University, 1982; Assistant Professor of Anesthesiology and Radiology

E. S. Mayer, M.D., Columbia University College of Physicians and Surgeons, 1964; M.P.H., Yale University, 1971; B.S., Tufts University, 1960; (deceased November 1994); Professor of Family Medicine and Medicine, Associate Dean, Director of North Carolina Area Health Education Center Program

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R. Mayo, Ph.D., Memphis State University, 1990; M.A., Ohio State University, 1977; M.A., George Washington University, 1975; Assistant Professor of Medical Allied Health Professions and Dental Ecology

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R. McLelland, M.D., University of Cincinnati, 1948; Clinical Professor of Radiology

W. W. McLendon, M.D., The University of North Carolina at Chapel Hill, 1956; B.A., The University of North Carolina at Chapel Hill, 1952; Professor of Pathology and Laboratory Medicine and Medical Adviser of the Division of Clinical Laboratory Science, Department of Medical Allied Health Professions

J. M. McNeer, B.S., West Virginia University, 1975; Vice President and Director of Development of the Medical Foundation of North Carolina and Director for Major Gifts and Alumni Development

R. A. McNutt, M.D., Michigan State University, 1975; B.A., Michigan State University, 1971; Associate Professor of Medicine (resigned January 1994)

G. D. Mears, M.D., University of Missouri, 1985; B.A., University of Missouri, 1984; Assistant Professor of Emergency Medicine

C. Medins, M.P.H., University of North Carolina at Chapel Hill, 1995; B.S., University of New Hampshire, 1989; Clinical Instructor of Pediatrics

M. L. Meeker, Ph.D., The University of North Carolina at Chapel Hill, 1986; B.S., University of Maryland, 1977; Research Instructor of Physiology

R. B. Meeker, Ph.D., Bowling Green State University, 1976; M.A., Bowling Green State University, 1974; B.S., Bowling Green State University, 1971; Research Professor of Neurology

G. W. Meissner, Ph.D., Technical University of Berlin, Germany, 1965; M.S., Free University of Berlin, Germany, 1963; B.S., Free University Berlin, 1961; Professor of Biochemistry and Physiology

V. S. Mercer, Ph.D., Washington University, 1993; M.S., University of North Carolina at Chapel Hill, 1988; B.S., University of Missouri, 1980; Instructor of Medical Allied Health Professions

S. D. Meredith, M.D., University of Virginia, 1987; B.A., University of Virginia, 1983; Assistant Professor of Surgery

D. F. Merten, M.D., University of Cincinnati, 1956; B.S., University of Cincinnati, 1952; Professor of Radiology and Pediatrics

G. B. Mesibov, Ph.D., Brandeis University, 1974; M.A., University of Michigan, 1968; A.B., Stanford University, 1967; Professor of Psychiatry and Psychology, Director of Division TEACCH

H. Mesrobian, M.D., American University of Beirut, Lebanon, 1978; B.S., American University of Beirut, 1973; Associate Professor of Surgery and Pediatrics (resigned June 1994)

J. A. Messenheimer, M.D., Johns Hopkins University, 1970; B.S., Mount Union College, 1966; Professor of Neurology and Medicine

K. R. Metzguer, B.S.N., University of Tennessee, 1976; Clinical Assistant Professor of Pediatrics

A. A. Meyer, M.D., University of Chicago, 1977; Ph.D., University of Chicago, 1976; B.A., University of Minnesota, 1970; Professor of Surgery

W. R. Meyer, M.D., University of Virginia, 1983; B.S., Washington and Lee University, 1979; Assistant Professor of Obstetrics and Gynecology

D. C. Meyers, M.D., Howard University, 1987; B.A., College of Holy Cross, 1978; Clinical Assistant Professor of Pathology and Laboratory Medicine (resigned June 1995)

S. L. Milgram, Ph.D., Emory University, 1991; M.S., Emory University, 1990; B.S., Temple University, 1984; Assistant Professor of Physiology

M. R. Mill, M.D., University of Colorado, 1980; B.A., Colorado College, 1976; Associate Professor of Surgery

D. E. Miller, M.D., Duke University School of Medicine, 1973; Ph.D., Duke University, 1971; M.S., Duke University, 1965; B.S., North Carolina State University, 1962; Clinical Associate Professor of Obstetrics and Gynecology

H. Miller, B.S., North Carolina State University, 1979; ssistant Director of Development

F. Miller, M.D., The University of North Carolina at Chapel Hill, 1983; B.A., University of North Carolina at Greensboro, 975; Clinical Assistant Professor of Medicine

M. Miller, M.D., The University of North Carolina at Chapel Hill, 1977; B.A., Oberlin College, 1973; Clinical Assistant rofessor of Medicine

D. E. Millhorn, Ph.D., Ohio State University, 1978; M.S., Emory niversity, 1975; B.S., University of Tennessee, 1974; Associate rofessor of Physiology (resigned June 1994)

T. Minchew, M.D., Johns Hopkins University, 1988; B.S., niversity of Georgia, 1984; Assistant Professor of Surgery

Minsley, B.A., University of North Carolina at Chapel Hill, 91; R.N., Greenwich Hospital School of Nursing, 1975; linical Instructor of Surgery

M. Mintzer, M.D., McGill University, 1980; B.A., Wellesley College, 1973; Assistant Professor of Family Medicine and Social Medicine

B. S. Mitchell, M.D., Harvard Medical School, 1969; A.B., Smith College, 1965; Wellcome Distinguished Professor of Cancer Research, Professor of Medicine and Pharmacology

M. M. Mitchell, Ph.D., The University of North Carolina at Chapel Hill, 1968; M.S., University of Dakota, 1964; B.S., University of Minnesota, 1955; Professor of Medical Allied Health Professions (resigned June 1994)

R. U. Mitchell, Ph.D., Case Western Reserve University, 1970; M.A., Case Western Reserve University, 1961; B.S., St. Louis University, 1954; Professor of Medical Allied Health Professions

A. G. Mitra, M.D., Emory University, 1984; B.A., Rice University, 1977; Clinical Assistant Professor of Obstetrics and Gynecology

C. A. Mittelstaedt, M.D., University of Arkansas, 1971; B.S., University of Arkansas, 1969; Professor of Radiology

B. M. Moats-Staats, Ph.D., The University of North Carolina at Chapel Hill, 1987; B.A., Kansas State University, 1978; M.S., Kansas State University, 1975; Research Assistant Professor of Pediatrics

J. L. Mohler, M.D., Medical College of Georgia, 1980; A.B., Duke University, 1975; Associate Professor of Surgery and Pathology and Laboratory Medicine

P. L. Molina, M.D., University of North Carolina School of Medicine, 1983; B.A., Johns Hopkins University, 1979; Associate Professor of Radiology

E. G. Monahan, M.D., University of Virginia, 1990; B.A., University of Richmond, 1986; Clinical Assistant Professor of Obstetrics and Gynecology

D. M. Monroe III, Ph.D., The University of North Carolina at Chapel Hill, 1983; B.S., University of Georgia, 1977; Research Assistant Professor of Medicine

J. W. Montgomery, Ph.D., Wichita State University, 1988; M.A., Indiana University, 1982; M.A., DePauw University, 1979; Assistant Professor of Medical Allied Health

R. L. Montgomery, Ph.D., West Virginia University, 1963; M.S., West Virginia University, 1960; A.B., University of Virginia, 1955; Associate Professor of Cell Biology and Anatomy

A. L. Moore, M.D., University of North Carolina at Chapel Hill, 1991; B.S.P.H., University of North Carolina at Chapel Hill, 1987; Clinical Instructor of Family Medicine

D. E. Moore, Ph.D., University of Illinois, 1982; A.M., University of Illinois, 1975; B.A., University of Connecticut, 1972; Clinical Associate Professor of Obstetrics and Gynecology

M. K. Moos, M.P.H., The University of North Carolina at Chapel Hill, 1978; F.N.P., University of California at Los Angeles, 1973; B.S., University of Washington, 1970; Research Associate Professor of Obstetrics and Gynecology and Maternal and Child Health

P. Morell, Ph.D., Albert Einstein College of Medicine of Yeshiva University, 1968; A.B., Columbia University, 1963; Professor of Biochemistry

C. R. Morris, M.D., Baylor University, 1962; B.S., Baylor University, 1958; Associate Professor of Pediatrics

D. L. Morris, M.D., Baylor College of Medicine, 1984; Ph.D., University of Texas Health Science Center, 1980; B.A., Indiana University, 1974; Assistant Professor of Emergency Medicine and Medicine

J. P. Morrissey, Ph.D., The University of North Carolina at Chapel Hill, 1975; M.A., Clark University, 1966; B.S., Holy Cross College, 1963; Professor of Social Medicine and Health Policy and Administration

A. Morrow, Ph.D., University of California, 1985; B.S., University of California, 1977; Assistant Professor of Psychiatry

N. G. Moss, Ph.D., University of Wales (United Kingdom), 1976; B.S., University of Wales, 1970; Research Associate Professor of Physiology

R. A. Mueller, M.D., University of Minnesota, 1965; Ph.D., University of Minnesota, 1966; M.S., University of Wisconsin, 1963; Professor of Anesthesiology and Pharmacology

J. Muenzer, M.D., Case Western Reserve University, 1979; Ph.D., Case Western Reserve University, 1976; B.A., Kalamazoo College, 1970; Associate Professor of Pediatrics

S. K. Mukherji, M.D., Georgetown University, 1987; A.B., Duke University, 1983; Assistant Professor of Radiology and Surgery

C. A. Murphy Jr., B.Ed., Delta State College, Mississippi, 1960; Clinical Instructor of Anesthesiology

C. V. Murphy, M.P.H., University of North Carolina at Chapel Hill, 1993; B.S., University of Iowa, 1969; Clinical Instructor of Medicine

U. P. Naik, Ph.D., University of Bombay, 1988; M.S., University of Bombay, 1977; B.S., University of Bombay, 1975; Research Assistant Professor of Pharmacology

D. Nakayama, M.D., University of California, 1978; B.S., Stanford University, 1974; Professor of Surgery and Pediatrics

S. N. Nayfeh, Ph.D., The University of North Carolina at Chapel Hill, 1964; M.S., American University of Beirut, 1961; B.S., American University of Beirut, 1959; Professor of Biochemistry

W. A. Nebel, M.D., The University of North Carolina at Chapel Hill, 1962; A.B., The University of North Carolina at Chapel Hill, 1958; Clinical Professor of Obstetrics and Gynecology

A. Neubauer, M.D., University Berlin, 1983; Adjunct Instructor of Medicine (resigned July 1994)

A. T. Neulicht, Ph.D., University of Oregon, 1983; M.Ed., The University of North Carolina at Chapel Hill, 1978; B.S., The University of North Carolina at Chapel Hill, 1977; Assistant Professor of Medical Allied Health Professions

J. E. Newbold, Ph.D., California Institute of Technology, 1970; B.Sc., University of Birmingham (England), 1962; Professor of Microbiology and Immunology

C. E. Newcomer, V.M.D., University of Pennsylvania, 1977; M.S., University of Michigan, 1981; B.S., University of Michigan, 1973; Research Associate Professor of Pathology and Laboratory Medicine, and Director of the Division of Laboratory Animal Medicine

W. P. Newton, M.D., Northwestern University Medical School, Illinois, 1984; B.A., Yale University, 1980; Assistant Professor of Family Medicine

K. A. Ney, M.D., Duke University School of Medicine, 1984; Ph.D., Duke University, 1983; B.S., University of Pittsburgh, 1977; Clinical Associate Professor of Psychiatry

R. A. Nicholas, Ph.D., University of California at San Diego, 1984; B.S., University of Illinois, 1977; Associate Professor of Pharmacology

T. C. Nichols, M.D., Virginia Commonwealth University Medical College, 1978; B.S., Stanford University, 1974; Associat Professor of Medicine and Pathology and Laboratory Medicine

C. Nielson, M.P.H., The University of North Carolina at Chapel Hill, 1984; B.S., Medical College of Georgia, 1975; Clinical Associate Professor of Medical Allied Health Professions

A. Nieminen, Ph.D., University of Kuopio (Finland), 1991; M.S., University of Turku (Finland), 1978; B.S., University of Turku, 1975; Research Assistant Professor of Cell Biology and Anatomy (resigned December 1994)

T. L. Noah, M.D., University of Michigan, 1985; B.A., University of Michigan, 1981; Assistant Professor of Pediatrics

L. R. Noonan, Ph.D., State University of New York, 1984; M.A. State University of New York, 1982; B.A., University of Kentucky, 1979; Research Assistant Professor of Psychiatry

P. G. Noone, M.D., University College of Galway, 1983; Research Instructor of Medicine

E. A. Norfleet, M.D., The University of North Carolina at Chapel Hill School of Medicine, 1970; B.A., The University of North Carolina at Chapel Hill, 1966; Professor of Anesthesiolog

D. B. Novotny, M.D., The University of North Carolina at Chapel Hill, 1986; B.S., Duke University, 1981; B.A., Cornell University, 1978; Assistant Professor of Pathology and Laborator Medicine

C. T. Nuzum, M.D., Harvard University, 1964; M.A., Cambridge University, 1965; B.A., Cambridge University, 1961; A.B., Harvard College, 1959; Professor of Medicine

D. A. O'Brien, Ph.D., Harvard University, 1978; B.S., Universit of Dayton, 1972; Research Associate Professor of Pediatrics and Cell Biology and Anatomy

M. E. O'Brien, M.D., University of Massachusetts, 1980; B.A., Manhattanville College, 1975; Assistant Professor of Medicine

E. J. O'Keefe, M.D., Yale University, 1966; B.A., Yale University Medical School, 1962; Professor of Dermatology

M. S. O'Malley, M.S., The University of North Carolina at Chapel Hill, 1981; B.A., Davidson College, 1972; Director of Comprehensive Cancer Center

M. G. O'Rand, Ph.D., Temple University, 1972; M.S., Oregon State University, 1969; A.B., University of California at Berkeley, 1967; Professor of Cell Biology and Anatomy

K. N. Olivier, M.D., Tulane University School of Medicine, 1987; B.S., Louisiana State University, 1983; Research Instructor of Medicine

D. W. Oller, M.D., George Washington University, 1969; A.B., Franklin and Marshall College, 1964; Professor of Surgery

J. G. Olley, Ph.D., George Peabody College, 1972; M.A., Wake orest University, 1968; A.B., College of William and Mary, 1966; Clinical Associate Professor of Medical Allied Health rofessions

. C. Olsen, Ph.D., University of Montana, 1982; B.S., Oregon tate University, 1974; Research Assistant Professor of Medicine

R. Olson, M.D., University of Vermont, 1968; B.A., University f Massachusetts, 1964; Professor of Family Medicine and Interim irector of the Institute for the Generalist Physician

. A. Ontjes, M.D., Harvard Medical School, 1964; M.A., xford University, 1961; B.A., University of Kansas, 1959; unice Bernhard Distinguished Professor of Medicine, and rofessor of Pharmacology

. P. Orringer, M.D., University of Pittsburgh, 1969; A.B., niversity of Michigan, 1965; Dr. Verne S. Caviness Professor of edicine, Director of the General Clinical Research Center

. Osawa, Ph.D., Tokyo Metropolitan University, 1979; M.S., eiji University (Japan), 1974; B.S., Meiji University, 1971; esearch Assistant Professor of Cell Biology and Anatomy

. H. Overstreet, Ph.D., University of California at Irvine, 1972; .B., University of California at Berkeley, 1965; (resigned March 995); Research Associate Professor of Psychiatry and Psychology

. S. Oxford, Ph.D., Emory University, 1974; B.A., Elon College, 969; Professor of Physiology, Director of the Curriculum in eurobiology

I. Ozer, M.D., Yale University, 1975; Ph.D., Yale University, 975; B.S., Yale University, 1969; Professor of Medicine (resigned arch 1994)

S. Pagano, M.D., Yale University, 1957; A.B., University of ochester, 1953; Lineberger Professor of Cancer Research, rofessor of Medicine and Microbiology and Immunology, irector of the Lineberger Comprehensive Cancer Center

. S. Pallotta, Ph.D., University of Vermont, 1978; B.S., State niversity of New York, 1973; Associate Professor of harmacology

G. Palmer, M.D., Emory University, 1944; B.S., Emory niversity, 1942; Professor of Medicine

J. P. Pantell, B.S.A., Rochester Institute of Technology, 1971; Clinical Instructor of Ophthalmology

A. M. Paradiso, Ph.D., University of California, 1985; M.S., Washington State University, 1981; B.S., Washington State University, 1979; Research Assistant Professor of Medicine

L. J. Paradowski, M.D., State University of New York at Buffalo, 1980; M.A., State University of New York, 1976; B.S., State University of New York, 1974; Assistant Professor of Medicine

L. V. Parise, Ph.D., University of Illinois, 1982; B.S., University of Illinois, 1976; Associate Professor of Pharmacology

D. E. Parker, M.S., University of Massachusetts, 1985; B.S., The University of North Carolina at Chapel Hill, 1981; Clinical Assistant Professor of Medical Allied Health Professions (resigned December 1994)

J. C. Parker, M.D., Yale University, 1961; Kenan Distinguished Professor of Medicine (deceased November 1993)

M. D. Parker, M.D., Duke University School of Medicine, 1968; B.S., Florida State University at Tallahassee, 1964; Clinical Associate Professor of Radiology

L. A. Parker Jr., M.D., The University of North Carolina at Chapel Hill, 1980; B.S., United States Naval Academy, 1966; Associate Professor of Radiology

A. N. Passannante, M.D., State University of New York Health Science Center, 1985; B.A., Williams College, 1981; Assistant Professor of Anesthesiology

D. E. Pathman, M.D., University of Pennsylvania School of Medicine, 1981; B.A., University of Pennsylvania, 1977; M.P.H., The University of North Carolina at Chapel Hill, 1989; Assistant Professor of Family Medicine

J. B. Patterson Sr., M.D., The University of North Carolina at Chapel Hill, 1976; Ph.D., The University of North Carolina at Chapel Hill, 1971; B.S., Appalachian State University, 1966; Clinical Associate Professor of Dermatology

T. M. Pawletko, Ph.D., Pennsylvania State University, 1988; M.S., Pennsylvania State University, 1985; B.S., Illinois State University, 1976; Clinical Assistant Professor of Psychiatry and Pediatrics

F. B. Payne, M.D., The University of North Carolina at Chapel Hill, 1985; B.A., The University of North Carolina at Chapel Hill, 1980; Assistant Professor of Anesthesiology

P. A. Payne, M.A., Johns Hopkins University, 1967; B.S., University of Virginia, 1974; Clinical Assistant Professor of Family Medicine and Nursing

D. B. Peden, M.D., West Virginia University, 1984; M.S., West Virginia University, 1984; M.S., West Virginia University, 1980; Assistant Professor of Pediatrics

C. A. Pedersen, M.D., The University of North Carolina at Chapel Hill, 1979; B.A., Duke University, 1971; Associate Professor of Psychiatry

E. R. Pedersen, M.S., University of Georgia, 1983; B.A., The University of North Carolina at Chapel Hill, 1979; Clinical Assistant Professor of Psychiatry

R. L. Peiffer Jr., Ph.D., University of Minnesota, 1980; D.V.M., University of Minnesota, 1971; B.S., University of Minnesota, 1969; Professor of Ophthalmology and Pathology and Laboratory Medicine

H. B. Peng, Ph.D., Purdue University, 1976; B.S., National Tsing-Hua University, 1970; Professor of Cell Biology and Anatomy

M. Perez-Reyes, M.D., National University of Mexico, 1952; B.S., Colegio Frances Morelos, 1945; Clinical Professor of Psychiatry

A. Periasamy, Ph.D., Indian Institute of Technology, 1983; M.S., Indian Institute of Technology, 1980; M.S., Annamalai University, 1974; B.S., University of Madras, 1972; Research Assistant Professor of Cell Biology and Anatomy

D. Perkins, M.D., University of Maryland, 1984; B.S., University of Maryland, 1980; B.S., University of Maryland, 1980; Clinical Assistant Professor of Psychiatry

E. R. Perl, M.D., University of Illinois College of Medicine, 1949; M.S., University of Illinois, 1951; B.S., University of Illinois at Chicago, 1947; Sarah Graham Kenan Professor of Physiology

N. B. Perlman, M.D., University of Illinois, 1989; B.S., University of Illinois, 1985; Clinical Assistant Professor of Medicine

D. R. Perry, M.A., Indiana University, 1966; A.B., Indiana University 1964; Senior Associate Dean

J. E. Perry III, M.D., University of North Carolina at Chapel Hill, 1988; B.S., University of North Carolina at Chapel Hill, 1984; Assistant Professor of Medicine

J. R. Perry, M.D., University of Tennessee School of Medicine, 1967; B.S., University of Tennessee, 1966; Associate Professor of Radiology

R. W. Peters, Ph.D., Ohio State University, 1953; M.A., Ohio State University, 1950; A.B., University of Minnesota, 1948; Research Professor of Medical Allied Health Professions and Psychology

H. D. Peterson, M.D., Northwestern University, 1962; D.D.S., Northwestern University, 1956; Oliver R. Rowe Professor of Surgery and Professor of Dental Ecology

P. Petrusz, M.D., Medical University of Pecs (Hungary), 1963; Ph.D., Karolinska Institute (Sweden), 1972; Professor of Cell Biology and Anatomy

M. Phillips, D.Mn., University of Chicago, 1971; M.Th., University of Chicago, 1969; B.A., Clark Atlanta University, 1966; Associate Dean

E. F. Pichette, Ph.D., University of Wisconsin, 1994; M.S., University of Wisconsin, 1982; B.S., University of Wisconsin, 1980; Assistant Professor of Medical Allied Health Professions

J. R. Pick Jr., D.V.M., University of Georgia, 1961; Professor of Pathology and Laboratory Medicine (retired June 1994)

C. G. Pickard Jr., M.D., The University of North Carolina at Chapel Hill, 1962; B.A., The University of North Carolina at Chapel Hill, 1958; Professor of Medicine and Social Medicine

P. L. Pierce, Ph.D., The University of North Carolina at Chapel Hill, 1991; M.S., The University of North Carolina at Chapel Hill, 1982; B.S., University of North Carolina at Greensboro, 1981; Research Assistant Professor of Medical Allied Health Professions and Education (resigned October 1994)

H. C. Pillsbury III, M.D., George Washington University, 1972; B.A., George Washington University, 1970; Thomas J. Dark Distinguished Professor of Surgery

E. D. Pisano, M.D., Duke University School of Medicine, 1983; A.B., Dartmouth College, 1979; Associate Professor of Radiology

I. B. Pisetsky, M.D., Albert Einstein College of Medicine of Yeshiva University, 1971; A.B., Stanford University, 1967; Clinical Associate Professor of Psychiatry

W. S. Pollitzer, Ph.D., Columbia University, 1957; M.A., Emory University, 1947; B.A., Emory University, 1944; Research Professor of Cell Biology and Anatomy

S. J. Pomeroy, M.H.A., Duke University, 1978; B.A., Williams College, 1975; Assistant Director of Laboratory Animal Medicine

J. A. Pope, Ph.D., Texas University, 1987; M.A., Montclair State College, 1976; B.A., Rutgers University, 1971; Clinical Assistant Professor of Psychiatry

B. J. Popko, Ph.D., University of Miami at Florida, 1984; B.S., Pennsylvania State University, 1980; Associate Professor of Biochemistry

C. M. Powell, M.D., Medical College of Virginia at Richmond, 1987; M.S., Sarah Lawrence College, 1978; B.A., Cornell University, 1976; Assistant Professor of Pediatrics

E. Powell, M.S., State University of New York, 1992; B.S., D'Youville College, 1978; Clinical Instructor of Medicine

A. J. Prange Jr., M.D., University of Michigan, 1950; B.S., University of Michigan, 1947; Cary C. Boshamer Professor of Psychiatry

J. Prazma, M.D., Charles University, Prague Czechoslovak Academy of Sciences, 1960; Ph.D., Charles University, Prague Czechoslovak Academy of Sciences, 1969; Professor of Surgery

R. Pretzel, M.E.D., University of North Carolina at Chapel Hill, 1990; M.E.D., University of North Carolina at Chapel Hill, 1988; B.A., Emory and Henry College, 1982; Clinical Assistant Professor of Psychiatry

E. M. Price, Ph.D., University of Cincinnati, 1987; B.S., Northern Kentucky University, 1983; Adjunct Assistant Professo of Pharmacology

W. A. Price, M.D., Medical University of South Carolina, 1985; B.S., Furman University, 1981; Clinical Assistant Professor of Pediatrics

R. H. Propst, Ph.D., North Carolina State University, 1968; M.S., North Carolina State University, 1968; B.S., North Carolina State University, 1966; B.S., North Carolina State University, 1965; Research Associate Professor of Biomedical Engineering and Physics-Astronomy

K. B. Pryzwansky, Ph.D., The University of Notth Carolina at Chapel Hill, 1978; B.S., Pennsylvania State University, 1961; Assistant Professor of Pathology and Laboratory Medicine

O. A. Pucilowski, M.D., Medical Academy of Warsaw, Poland, 1982; B.M., Medical Academy of Warsaw, 1977; Research Associate Professor of Psychiatry (resigned January 1995)

K. B. Quattrocchi, Ph.D., University of California, 1992; M.D., eorge Washington University, 1985; B.S., University of alifornia, 1980; B.S., University of California, 1977; Assistant rofessor of Surgery

. Quilliam, Ph.D., University of Sheffield, 1986; B.S., University f Manchester, 1983; Research Assistant Professor of harmacology

. B. Quinlivan, M.D., Duke University School of Medicine, 985; B.S.N., Medical College of Virginia, 1976; Research ssistant Professor of Medicine

. R. Quint, Ph.D., University of Virginia, 1977; B.S., Virginia olytechnic Institute, 1969; Research Associate Professor of iomedical Engineering and Surgery

. Raab-Traub, Ph.D., University of Chicago, 1980; B.S., niversity of Michigan, 1969; Professor of Microbiology and mmunology

. Radzicka, Ph.D., Polish Academy of Sciences, Institute of mmunology, 1981; M.S., University of Wroclaw, 1972; Research ssistant Professor of Biochemistry

. A. Raleigh, Ph.D., Massachusetts Institute of Technology, 1967; .S., University of British Columbia, 1962; Associate Professor of adiation Oncology

. H. Randell, Ph.D., Johns Hopkins University, 1985; B.S., State nivetsity of New York at New Paltz, 1979; Research Assistant rofessor of Medicine

. F. Ransohoff, M.D., Case Western Reserve University, 1972; .B., Harvard University, 1968; Professor of Medicine and pidemiology, Codirector of the Robert Wood Johnson Clinical cholars Program

. S. Ransom, M.D., Bowman Gray School of Medicine, Wake rest University, 1986; B.S., Davidson College, 1982; Clinical ssistant Professor of Anesthesiology

. W. Rao, Ph.D., The University of North Carolina at Chapel ill, 1980; B.S., College of William and Mary, 1970; Associate ofessor of Pediatrics and Pathology and Laboratory Medicine

. S. Rao, Ph.D., Indian Institute Science, India, 1986; M.S., smania Univetsity, India, 1984; M.S., Osmania University, dia; Research Assistant Professor of Pharmacology

E. Raulston, Ph.D., University of Tennessee, 1988; B.S., East nnessee State University, 1984; Research Assistant Professor of icrobiology and Immunology

K. D. Rayle, M.H.S., Duke University, 1991; B.H.S., Duke University, 1989; B.S.W., California State University at Long Beach, 1986; Clinical Instructor of Medicine

M. S. Read, Ph.D., The University of North Carolina at Chapel Hill, 1983; B.A., University of North Carolina at Greensboro, 1959; Research Associate Professor of Pathology and Laboratory Medicine

R. L. Reddick, M.D., The University of North Carolina at Chapel Hill, 1973; M.S., The University of North Carolina at Chapel Hill, 1971; B.A., The University of North Carolina at Chapel Hill, 1969; Kenneth M. Brinkhous Distinguished Professor of Pathology and Laboratory Medicine

R. C. Redding-Iallinger, M.D., Cornell University, 1980; B.A., Swarthmore College, 1975; Assistant Professor of Pediatrics

K. G. Reeb, M.D., University of Wisconsin Medical School, 1963; B.S., Univetsity of Wisconsin, 1956; Chair and Professor of Family Medicine

A. M. Reed, M.D., Medical College of Ohio, 1984; B.A., University of Kentucky, 1978; Assistant Professor of Pediatrics

W. H. Reeves, M.D., Yale University School of Medicine, 1979; A.B., Columbia University, 1975; Associate Professor of Medicine and Microbiology and Immunology

A. O. Reid, M.A., University of North Carolina at Chapel Hill, 1983; B.A., University of North Carolina at Chapel Hill, 1979; Research Instructor of Family Medicine

L. H. Reid, Ph.D., University of Wisconsin-Madison, 1990; B.A., Albion College, 1984; Research Assistant Professor of Pathology and Laboratory Medicine

L. M. Reid, Ph.D., University of North Carolina at Chapel Hill, 1974; B.A., University of North Carolina at Chapel Hill, 1968; Professor of Physiology

M. A. Reilly, Ph.D., University of Texas, 1989; M.S., Boston University, 1976; B.S., Northwestern University, 1972; Clinical Assistant Professor of Medical Allied Health Professions

H. M. Reisner, Ph.D., Case Western Reserve University, 1973; B.S., City College of New York, 1967; Professor of Pathology and Laboratory Medicine and Microbiology and Immunology

B. R. Renner, Ph.D., University of Virginia, 1981; M.Ed., University of Virginia, 1979; B.S., University of Virginia, 1977; Program Director, Division of Student Affairs; Research Assistant Professor of Medicine and Program Director, Office of Student Affairs

J. B. Renner, M.D., University of Virginia, 1980; B.A., University of Virginia, 1977; Associate Professor of Radiology and Medical Allied Health Professions

J. J. Renner, M.A., The University of North Carolina at Chapel Hill, 1992; B.S., The Univetsity of North Carolina at Chapel Hill, 1980; Clinical Assistant Professor of Medical Allied Health Professions and Radiology; Director of the Division of Radiologic Science, Department of Medical Allied Health

C. Renz, M.S., University of North Carolina at Chapel Hill, 1974; B.A., Duke University, 1972; Research Instructor of Obstetrics and Gynecology

S. D. Resnick, M.D., Yale University, 1982; A.B., Brown University, 1978; Associate Professor of Dermatology and Pediatrics

G. Z. Retsch-Bogart, M.D., University of Cincinnati, 1978; B.S., University of Cincinnati, 1974; Assistant Professor of Pediatrics

J. M. Rhoads, M.D., Johns Hopkins School of Medicine, 1980; B.A., Johns Hopkins University, 1976; Associate Professor of Pediatrics

M. S. Rice, Ph.D., Pennsylvania State University, 1994; M.S., Western Michigan University, 1987; B.S., Pennsylvania State University, 1984; Instructor of Medical Allied Health Professions

R. T. Richardson, Ph.D., University of Alabama, 1988; B.S., University of Alabama, 1984; Research Assistant Professor of Cell Biology and Anatomy

R. L. Richter, M.D., Bowman Gray School of Medicine, Wake Forest University, 1989; B.A., DePauw University, 1982; Clinical Instructor of Anesthesiology

E. Riegert, Ph.D., Ferkauf Graduate School, 1992; M.A., Ferkauf Graduate School, 1987; M.A., Pratt Institute, 1976; B.S., Hunter College, 1973; Clinical Assistant Professor of Psychiatry (resigned April 1995)

M. Rifkin, M.S., Florida University, 1980; B.S., Ohio State, 1964; Director of the Center for Ambulatory Care

A. C. Rinas, M.S., State University of New York at New York, 1983; B.S., State University of New York at New York, 1975; Clinical Assistant Professor of Medical Allied Health Professions and Pathology and Laboratory Medicine and Director of the Division of Cytotechnology, Department of Medical Allied Health

C. A. Rinehart Jr., Ph.D., Rutgers University, 1983; M.S., Georgia Institute of Technology, 1976; B.S., Georgia Institute of Technology, 1972; Research Assistant Professor of Pathology and Laboratory Medicine

S. S. Ringwalt, M.S., Vanderbilt University, 1976; B.A., The University of North Carolina at Chapel Hill, 1974; Clinical Assistant Professor of Medical Allied Health Professions

R. Rippe, Ph.D., University of Arizona, 1988; M.S., Northern Arizona, 1983; B.S., Indiana University, 1976; Assistant Professor of Medicine

P. J. Rizzolo, M.D., Creighton University, 1955; B.S., Seton Hall University, 1951; Professor of Family Medicine

H. R. Roberts, M.D., The University of North Carolina at Chapel Hill, 1955; B.S., The University of North Carolina at Chapel Hill, 1952; Sarah Graham Kenan Professor of Medicine and Pathology and Laboratory Medicine, Director of the Center for Thrombosis and Hemostasis

K. R. Robertson, Ph.D., Oklahoma State University, 1988; M.A., Western Carolina University, 1984; B.S., Western Carolina University, 1982; (resigned May 1994); Research Assistant Professor of Psychiatry and Neurology

G. A. Robinson, Ph.D., Medical College of Pennsylvania, 1985; B.S., Lafayette College, 1980; Research Instructor of Physiology

N. J. Robinson, M.D., Duke University School of Medicine, 1963; A.B., West Virginia University, 1959; Clinical Professor of Medicine

M. I. Roche, M.S., University of Wisconsin at Madison, 1986; B.S., University of Illinois at Chicago, 1979; Clinical Instructor of Pediatrics

C. S. Rogers, M.D., The University of North Carolina at Chapel Hill, 1973; A.B., Dartmouth College, 1969; Associate Professor of Medicine

R. G. Rogers, M.D., University of North Carolina at Chapel Hil 1990; M.S., North Carolina State University, 1985; B.S., North Carolina State University, 1983; Clinical Assistant Professor of Obstetrics and Gynecology

L. H. Romer, M.D., Dartmouth Medical School, 1981; A.B., Dartmouth College, 1977; Assistant Professor of Pediatrics and Cell Biology and Anatomy

C. Rosemond, M.S., Duke University, 1986; M.A., University of Alabama, 1978; M.A., Wake Forest University, 1977; Clinical Assistant Professor of Medical Allied Health Professions

R. L. Rosenberg, Ph.D., Yale University, 1985; M.P.H., Yale University, 1982; A.B., Oberlin College, 1977; Associate Professor of Pharmacology and Physiology

J. G. Rosenman, M.D., University of Texas at Dallas, 1977; Ph.D., University of Texas at Austin, 1971; M.S., University of Illinois, 1968; B.S., Kent State University, 1966; Professor of Radiation Oncology and Computer Science

M. C. Roskin, M.S.N., University of North Carolina at Chapel Hill, 1981; M.L.S., Queens College, 1975; B.S., Boston University, 1971; Clinical Instructor of Family Medicine

R. Roubey, M.D., Louisiana State University, 1981; B.A., Tulan University, 1977; Research Assistant Professor of Medicine

J. D. Rourk, B.S., University of Pennsylvania, 1960; Clinical Associate Professor of Medical Allied Health Professions

J. Roush, Ph.D., University of Michigan, 1981; M.A., Western Michigan University, 1976; B.S., Western Michigan University, 1975; Assistant Professor of Medical Allied Health Professions and Director of the Division of Speech and Hearing Sciences, Department of Medical Allied Health Professions

J. M. Rowles, M.D., The University of North Carolina at Chap Hill, 1979; M.P.H., The University of North Carolina at Chape Hill, 1988; A.B., Duke University, 1970; Clinical Associate Professor of Psychiatry (resigned April 1995)

D. K. Runyan, M.D., University of Minnesota, 1976; Ph.D., T University of North Carolina at Chapel Hill, 1983; M.P.H., University of Minnesota, 1975; A.B., Macalester College, 1972; Professor of Social Medicine and Pediatrics

A. Rustioni, M.D., Parma Medical School (Italy), 1965; Profess of Cell Biology and Anatomy and Physiology

W. A. Rutala, Ph.D., The University of North Carolina at Chapel Hill, 1979; M.P.H., The University of North Carolina at Chapel Hill, 1977; M.S., University of Tennessee, 1972; B.S., Rutgers State University, 1970; Professor of Medicine

R. Rutledge, M.D., University of Florida at Gainesville, 1978; B.S., University of Florida at Gainesville, 1975; Associate Professor of Surgery

T. W. Sadler, Ph.D., University of Virginia, 1975; B.Sc., Wake Forest University, 1971; Professor of Cell Biology and Anatomy

. S. Sadowski, M.D., Wayne State University, 1982; M.P.H., niversity of Michigan, 1981; B.S., Michigan State University, 1978; Clinical Assistant Professor of Medicine and Social Medicine

. L. Sailer, M.D., Harvard Medical School, 1984; B.A., St. Olaf College, 1980; Assistant Professor of Radiation Oncology

. T. Sakata, Ph.D., Kent State University, 1970; M.A., California tate University at San Francisco, 1963; B.A., University of alifornia at Berkeley, 1960; Professor of Medical Allied Health rofessions and Family Medicine and Director of the Division of ehabilitation Counseling, Department of Medical Allied Health rograms

. C. Salvesen, M.D., Medical College of Georgia, 1987; B.S., niversity of Georgia, 1982; Clinical Assistant Professor of nesthesiology

. Samuels, M.D., Bowman Gray School of Medicine, Wake orest University, 1986; B.S., Duke University, 1981; Assistant rofessor of Radiology (resigned December 1994)

. J. Samulski, Ph.D., University of Florida, 1982; B.S., Clemson niversity, 1976; Associate Professor of Pharmacology

. Sancar, M.D., Istanbul School of Medicine, Turkey, 1969; h.D., University of Texas at Dallas, 1977; M.S., University of exas at Dallas, 1975; Professor of Biochemistry

. B. Sancar, Ph.D., University of Texas at Dallas, 1977; M.S., niversity of Texas at Dallas, 1974; B.S., Baylor University, 1972; ssociate Professor of Biochemistry

. J. Sanchez, M.D., University of Colorado School of Medicine, 975; B.S., University of Southern Colorado, 1971; Associate rofessor of Medicine and Psychiatry

. Sanders, M.D., The University of North Carolina at Chapel ill, 1985; B.A., The University of North Carolina at Chapel ill, 1981; Assistant Professor of Medicine and Pathology and aboratory Medicine

. D. Sandler, M.D., University of Cambridge, England, 1982; .A., University of Cambridge, 1980; Clinical Associate Professor Pediatrics

S. Sandler, M.D., Yale University, 1975; M.P.H., The niversity of North Carolina at Chapel Hill, 1982; B.S., Union llege, 1971; Professor of Medicine and Epidemiology, Co-irector of the Center for Gastrointestinal Biology and Disease

. Sar, Ph.D., Michigan State University, 1968; M.S., Michigan ate University, 1963; B.S., Bihar University, 1956; Research ofessor of Cell Biology and Anatomy

R. B. Sartor, M.D., Baylor College of Medicine, 1974; B.S., Washington and Lee University, 1971; Professor of Medicine

M. Satoh, M.D., Iwate Medical College, 1981; Ph.D., Keio University, 1990; Research Assistant Professor of Medicine

M. L. Sauer, M.S., Colorado State University, 1985; B.A., University of Colorado, 1983; B.A., University of Colorado, 1983; Research Assistant Professor of Medical Allied Health Professions

B. Saunders, M.D., University of Maryland, 1986; M.A., University of North Carolina at Chapel Hill, 1990; B.S., University of North Carolina at Chapel Hill, 1991; Clinical Assistant Professor of Medicine and Family Medicine

S. V. Sauter, M.D., The University of North Carolina at Chapel Hill, 1974; B.A., Wellesley College, 1970; Clinical Professor of Medicine (resigned June 1994)

G. A. Scarborough, Ph.D., University of California at Los Angeles, 1966; B.S., University of Arizona, 1963; Professor of Pharmacology

J. H. Scatliff, M.D., Northwestern University Medical School, Illinois, 1952; B.S., Northwestern University, 1949; Sarah Graham Kenan Professor of Radiology

S. A. Schall, M.D., University of Pennsylvania, 1964; B.A., Rutgers University, 1960; Associate Professor of Pediatrics

M. D. Schaller, Ph.D., McMaster University, 1990; B.S., McMaster University, 1983; Assistant Professor of Cell Biology and Anatomy

B. G. Schliebe, M.S., Kansas State University, 1972; B.S., University of Texas, 1968; Research Instructor of Medicine

S. P. Schneider, Ph.D., Emory University, 1982; B.S., Worchester Polytechnic Institute, 1973; Research Assistant Professor of Physiology

R. Schneiderman, M.D., Sackler School of Medicine, Tel Aviv University, 1986; B.S., State University of New York at Birmingham, 1982; Clinical Assistant Professor of Pediatrics

J. L. Schmitz, Ph.D., University of Wisconsin, 1991; M.S., University of Wisconsin, 1988; B.S., University of Wisconsin, 1984; Clinical Assistant Professor of Microbiology and Immunology and Pathology and Laboratory Medicine

E. Schopler, Ph.D., University of Chicago, 1964; M.A., University of Chicago, 1955; B.S., Roosevelt University, 1952; A.B., University of Chicago, 1949; Professor of Psychiatry and Brain and Developmental Research

J. H. Schwab, Ph.D., University of Minnesota, 1953; M.S., University of Minnesota, 1950; B.A., University of Minnesota, 1949; Cary C. Boshamer Professor of Microbiology and Immunology (retired June 1995)

R. W. Sealock, Ph.D., Purdue University, 1972; B.S., Iowa State University, 1966; Professor of Physiology

C. B. Seelig, M.D., University of Rochester, 1975; M.S., University of Rochester, 1975; A.B., New York University, 1971; Assistant Professor of Medicine (resigned February 1995)

D. K. Sekerak, Ph.D., The University of North Carolina at Chapel Hill, 1992; M.S., P.T., The University of North Carolina at Chapel Hill, 1982; B.S., University of Pittsburgh, 1973; Clinical Associate Professor of Medical Allied Health Professions and Director of the Division of Physical Therapy, Department of Medical Allied Health Professions

C. P. Selby, Ph.D., University of Kentucky, 1986; M.S., University of Kentucky, 1984; B.A., University of Tennessee, 1980; Research Instructor of Biochemistry

R. Semelka, M.D., University of Manitoba, 1983; B.S., University of Manitoba, 1979; Associate Professor of Radiology

J. S. Serody, M.D., University of Virginia, 1986; B.A., University of Virginia, 1982; Assistant Professor of Medicine

J. T. Sessions Jr., M.D., Emory University, 1945; B.S., Emory University, 1943; Professor of Medicine

J. J. Shafer, M.S., Sarah Lawrence College, 1987; B.A., Ohio Wesleyan University, 1985; Clinical Instructor of Obstetrics and Gynecology

V. D. Shaffer, M.S., University of South Florida, 1988; B.A., Wheaton College, 1984; Associate Director of the Generalist Institute

E. J. Shahady, M.D., West Virginia University at Morganton, 1964; B.S., Wheeling College, 1960; Professor of Family Medicine (resigned August 1994)

M. C. Sharp, M.D., Harvard Medical School, 1974; M.A., Dartmouth College, 1972; A.B., Amherst College, 1968; Associate Professor of Pediatrics, Director of the Office of Community Medical Education

M. K. Sharpless, M.D., The University of North Carolina at Chapel Hill, 1959; A.B., Duke University, 1955; Adjunct Professor of Pediatrics

T. C. Shea, M.D., The University of North Carolina at Chapel Hill, 1978; B.A., The University of North Carolina at Chapel Hill, 1973; Associate Professor of Medicine

V. K. Shea, Ph.D., Northwestern University, 1970; Ph.D., The University of North Carolina at Chapel Hill, 1982; Adjunct Lecturer of Physiology

G. F. Sheldon, M.D., Kansas University Medicine Center, 1961; B.A., University of Kansas, 1957; Chair and Dr. Zack D. Owens Distinguished Professor of Surgery

C. M. Sheppa, M.D., Case Western Reserve University, 1975; B.A., Adelbert College, 1971; Clinical Assistant Professor of Emergency Medicine

D. S. Sheps, M.D., The University of North Carolina at Chapel Hill, 1969; B.A., The University of North Carolina at Chapel Hill, 1965; Professor of Medicine and Epidemiology

R. W. Shermer, M.D., The University of North Carolina at Chapel Hill, 1963; B.A., The University of North Carolina at Chapel Hill, 1957; Associate Professor of Pathology and Laboratory Medicine and Medical Director of the Division of Cytotechnology, Department of Medical Allied Health Professions

J. P. Sherrod, M.D., Medical College of Virginia, 1974; B.S., Hampden-Sydney College, 1970; Clinical Associate Professor of Family Medicine

A. Sherwood, Ph.D., University of Hull, England, 1982; B.Sc., University of Hull, England, 1978; Research Assistant Professor of Psychiatry

W. W. Shockley, M.D., Indiana University School of Medicine, 1976; B.A., Indiana University, 1972; Professor of Surgery

A. B. Short, Ph.D., University of North Carolina, 1980; Clinical Assistant Professor of Psychiatry

G. B. Sibrack, M.D., Michigan State University, 1975; B.A., Kalamazoo College, 1970; Adjunct Assistant Professor of Psychiatry

C. B. Siegel, M.D., Medical College of Virginia, 1989; B.A., University of Virginia, 1984; Assistant Professor of Physical Medicine and Rehabilitation

L. Sikich, M.D., Washington University, 1987; M.A., Washington University, 1987; B.A., Washington University, 1981 Clinical Assistant Professor of Psychiatry

D. L. Silber Jr., M.D., Vanderbilt University, 1957; B.A., Vanderbilt University, 1954; Clinical Professor of Pediatrics

S. G. Silva, Ph.D., North Carolina State University, 1991; M.A., East Carolina University, 1981; Research Assistant Professor of Psychiatry and Psychology

J. Silverman, M.D., Yale University, 1979; B.S., Brown University, 1975; Clinical Associate Professor of Medicine

L. M. Silverman, Ph.D., Ohio State University, 1975; B.A., Washington and Jefferson College, 1968; Professor of Pathology and Laboratory Medicine and Biochemistry

M. A. Simmons, M.D., Harvard Medical School, 1967; A.B., Harvard University, 1963; Professor of Pediatrics and Dean of th School of Medicine

R. J. Simpson Jr., M.D., Georgetown University, 1973; B.S., University of Notre Dame, 1969; Professor of Medicine

N. D. Sista, Ph.D., University of Tennessee, 1988; M.S., University of Baroda (India), 1983; M.S., University of Bombay, 1981; Research Assistant Professor of Microbiology and Immunology

B. D. Skinner, Ph.D., The University of North Carolina at Chapel Hill, 1982; M.A., University of California at Los Angele 1971; A.B., University of California at Los Angeles, 1969; Clinical Assistant Professor of Family Medicine

T. R. Skopek, Ph.D., Massachusetts Institute of Technology, 1979; M.S., Massachusetts Institute of Technology, 1977; B.S., Massachusetts Institute of Technology, 1977; (resigned January 1994); Associate Professor of Pathology and Environment Sciences and Engineering

S. F. Slatkoff, M.D., University of Pennsylvania, 1978; B.A., University of Pennsylvania, 1973; Clinical Assistant Professor of Family Medicine

L. M. Slatt, M.S., The University of North Carolina at Chapel Hill, 1978; B.A., The University of North Carolina at Chapel Hill, 1976; Lecturer of Family Medicine

G. M. Sloan, M.D., Harvard University, 1976; A.B., Harvard College, 1972; Professor of Surgery

P. D. Sloane, M.D., Medical College of Ohio, 1975; B.A., The University of North Carolina at Chapel Hill, 1988; B.A., Pomona College, California, 1972; Professor of Family Medicine and Epidemiology

T. H. Smelzer, M.D., Columbia University College of Physicians and Surgeons, 1962; A.B., Hamilton College, 1958; Clinical Professor of Medicine

A. C. Smith, Ph.D., The University of North Carolina at Chapel Hill, 1986; B.A., Dartmouth College, 1968; Assistant Professor of Family Medicine and Education

C. B. Smith, M.S., Sarah Lawrence College, 1991; B.S., North Carolina State University, 1988; Clinical Instructor of Obstetrics nd Gynecology

G. J. Smith, Ph.D., North Carolina State University, 1975; M.S., North Carolina State University, 1972; B.S., Providence College, 970; Associate Professor of Pathology and Laboratory Medicine

A. Smith, M.D., Jefferson College, 1986; B.A., University of North Carolina at Greensboro, 1982; Assistant Professor of mergency Medicine

C. Smith, M.D., University of Missouri, 1975; B.A., University f Missouri, 1971; Assistant Professor of Pediatrics (resigned June 994)

C. Smith Jr., M.D., Yale University, 1967; B.S., Virginia olytechnic Institute, 1963; Professor of Medicine

). Smithies, Ph.D., Oxford University, 1951; B.A., Oxford niversity, 1946; Professor of Pathology and Laboratory Medicine

. H. Snodgrass, Ph.D., University of Pennsylvania, 1980; B.S., niversity of Arizona, 1976; Assistant Professor of Microbiology nd Immunology (resigned October 1994)

I. A. Socinski, M.D., University of Vermont, 1984; M.S., niversity of Vermont, 1983; B.A., University of Vermont, 1979; ssistant Professor of Medicine

R. Socolar, M.D., University of North Carolina at Chapel Hill, 984; A.B., Bryn Mawr College, 1979; Clinical Assistant ofessor of Pediatrics

J. Soltys Jr., M.D., Harvard Medical School, 1959; B.S., niversity of Massachusetts, 1953; Clinical Associate Professor of ychiatry

. H. Sorscher, Ph.D., University of Michigan, 1986; M.S., niversity of Michigan, 1983; B.S., University of Michigan, 80; Research Instructor of Biochemistry

W. Sparling, Ph.D., The University of North Carolina at hapel Hill, 1987; M.S., The University of North Carolina at hapel Hill, 1982; A.B., Wellesley College, 1958; Associate ofessor of Medical Allied Health Professions

P. F. Sparling, M.D., Harvard Medical School, 1962; A.B., Princeton University, 1958; Chair and J. Herbert Bate Professor of Medicine, Professor of Microbiology and Immunology

C. D. Spaulding, M.D., Duke University, 1987; B.A., Stanford University, 1982; Assistant Professor of Family Medicine

B. B. Specter, M.D., Medical College of Pennsylvania, 1972; B.S., Millsaps College, 1968; Clinical Associate Professor of Radiology

R. F. Spencer, M.D., Harvard Medical School, 1959; B.S., Yale University, 1956; Professor of Psychiatry

F. J. Spielman, M.D., Medical College of Georgia, 1978; B.A., State University of New York, 1972; Professor of Anesthesiology and Obstetrics and Gynecology

D. H. Sprague, M.D., Albany Medical College, 1969; B.S., Rensselaer Polytechnical Institute, 1965; Professor of Anesthesiology and Surgery

J. Spychala, Ph.D., Gdansk Medicine School, 1982; M.S., University of Wroclaw, 1976; M.S., University of Wroclaw, 1974; Research Assistant Professor of Pharmacology

B. Stabler, Ph.D., The University of North Carolina at Chapel Hill, 1971; M.Ed., The University of North Carolina at Chapel Hill, 1968; B.A., Bede College, England, 1967; Associate Professor of Psychiatry and Pediatrics

D. Stanford, B.S., The University of North Carolina at Chapel Hill, 1974; Research Instructor of Obstetrics and Gynecology

P. J. Starek, M.D., Ohio State University, 1964; B.A., College of Wooster, Ohio, 1959; Professor of Surgery

J. Steege, M.D., Yale University, 1972; B.A., Stanford University, 1968; Professor of Obstetrics and Gynecology

J. D. Steelman, Ed.D., North Carolina State University, 1990; M.Ed., The University of North Carolina at Chapel Hill, 1982; B.S., Appalachian State, 1973; Research Assistant Professor of Medical Allied Health Professions (resigned November 1994)

B. Stefanovic, Ph.D., Florida State University, 1991; B.S., University of Zagreb, 1979; Research Assistant Professor of Medicine

L. D. Stein, M.D., Medical College of Georgia, 1975; B.S., Tulane University, 1971; Associate Professor of Pediatrics

L. P. Stein, M.D., Bowman Gray School of Medicine, Wake Forest University, 1970; B.A., Johns Hopkins University, 1966; Clinical Professor of Psychiatry

M. B. Stein, Ph.D., Duke University, 1986; Ph.D., Harvard University, 1977; M.Ed., Duke University, 1981; B.A., Smith College, 1968; Clinical Assistant Professor of Psychiatry

A. D. Stiles, M.D., The University of North Carolina at Chapel Hill, 1977; B.A., The University of North Carolina at Chapel Hill, 1974; Associate Professor of Pediatrics

G. M. Straw, M.D., Ohio State University, 1976; B.S., Purdue University, 1972; (resigned March 1995); Clinical Assistant Professor of Psychiatry

G. Strayhorn, M.D., The University of North Carolina at Chapel Hill, 1977; Ph.D., The University of North Carolina at Chapel Hill, 1987; M.P.H., The University of North Carolina at Chapel Hill, 1978; B.A., The University of North Carolina at Chapel Hill, 1973; Associate Professor of Family Medicine, Associate Dean for Academic and Student Programs

M. D. Strayhorn, M.P.H., The University of North Carolina at Chapel Hill, 1991; B.S.R.N., The University of North Carolina at Chapel Hill, 1985; Clinical Instructor of Medicine

F. Stritter, Ph.D., Syracuse University, 1968; M.A., Colgate University, New York, 1961; A.B., St. Lawrence University, 1959; Professor of Family Medicine and Education

T. S. Stroup, M.D., University of North Carolina at Chapel Hill, 1989; M.P.H., University of North Carolina at Chapel Hill, 1990; B.A., Middlebury College, 1982; Assistant Professor of Psychiatry

A. E. Stuart, Ph.D., Yale University, 1969; B.A., Swarthmore College, 1965; Professor of Physiology and Ophthalmology

W. E. Stumpf, M.D., Humboldt University, Berlin, 1952; Ph.D., University of Chicago, 1967; Professor of Cell Biology and Anatomy and Pharmacology (resigned January 1995)

I. M. Stutts, Ph.D., The University of North Carolina at Chapel Hill, 1978; M.S., Georgia Institute of Technology, 1974; B.S., Wake Forest University, 1971; Associate Professor of Medicine

L. Su, Ph.D., Harvard University, 1989; B.S., Shandong University (China), 1982; Assistant Professor of Microbiology and Immunology

R. I. Suberman, M.D., The University of North Carolina at Chapel Hill, 1970; B.S., The University of North Carolina at Chapel Hill, 1965; Clinical Assistant Professor of Radiology (resigned August 1994)

C. A. Sueta, M.D., The University of North Carolina at Chapel Hill, 1985; B.S., Boston College, 1975; Assistant Professor of Medicine

K. K. Sulik, Ph.D., University of Tennessee at Memphis, 1976; B.S., Drake University, Iowa, 1970; Professor of Cell Biology and Anatomy and Ophthalmology

M. S. Sullivan, C.O.T., Emory University, 1970; B.A., Mills College, 1968; Clinical Instructor of Ophthalmology

W. G. Sullivan, M.D., Stritch School of Medicine, Loyola University, 1960; Sacred Heart Seminary and University, Detroit, 1956; Clinical Professor of Surgery

K. I. Suzuki, M.D., Osaka City University, Japan, 1959; Professor of Pathology and Laboratory Medicine

K. Suzuki, M.D., Tokyo University Faculty of Medicine, 1959; A.B., Tokyo University College of General Education, 1955; Professor of Neurology and Psychiatry, Director of the Brain and Development Research Center

M. Sved, M.D., The University of North Carolina at Chapel Hill, 1979; A.B., Duke University, 1974; Adjunct Associate Professor of Psychiatry

E. K. Swanson, B.S., University of Minnesota, 1984; (resigned August 1994); Assistant Director, Medical Foundation of North Carolina

R. I. Swanstrom, Ph.D., University of California, 1975; B.S., University of California, 1971; Professor of Biochemistry and Microbiology and Immunology

J. A. Swenberg, Ph.D., Ohio State University, 1970; M.S., Ohio State University, 1968; D.V.M., University of Minnesota, 1966; B.S., University of Minnesota, 1964; Professor of Environmental Science and Engineering, Director of the Curriculum in Toxicology

J. E. Szalados, M.D., American University (Caribbean), 1986; B.S., McGill University, 1981; Clinical Assistant Professor of Anesthesiology

T. N. Taft, M.D., University of Missouri at Columbia, 1969; A.B., Princeton University, 1964; Max Novich, M.D. Professor o Sports Medicine, Professor of Surgery and Physical Education, Exercise, and Sports Medicine

G. A. Talbott, M.D., Duke University, 1988; B.A., University of North Carolina at Chapel Hill, 1984; Assistant Professor of Pediatrics

M. E. Tancer, M.D., University of Arizona, 1984; A.B., Princeto University, 1980; Assistant Professor of Psychiatry (resigned July 1994)

D. A. Tate, M.D., The University of North Carolina at Chapel Hill, 1982; B.A., The University of North Carolina at Chapel Hill, 1977; Assistant Professor of Medicine

K. W. Tawney, Ph.D., University of New Mexico, 1990; M.S., University of New Mexico, 1988; B.S., Colorado College, 1980; Research Assistant Professor of Physical Medicine and Rehabilitation

P. J. Tawney, M.D., University of New Mexico, 1989; B.S., University of New Mexico, 1982; Assistant Professor of Physical Medicine and Rehabilitation

C. A. Taylor, M.D., University of Tennessee, 1957; B.S., Carson Newman College, 1950; Associate Professor of Psychiatry and Pediatrics

E. Taylor, Ph.D., Tulane University, 1984; M.Ed., University of Hawaii, 1980; B.S., Colorado State University, 1971; Assistant Professor of Medical Allied Health Professions

L. A. Taylor, M.D., Johns Hopkins University School of Medicine, 1981; B.F.A., Boston University, 1975; Assistant Professor of Surgery and Pediatrics

B. R. Temple, Ph.D., Cornell University, 1989; M.S., Cornell University, 1983; B.S., Michigan Technological University, 1979 Research Instructor of Biochemistry

M. B. Tennison, M.D., Harvard Medical School, 1975; B.S., Emory University, 1971; Associate Professor of Neurology and Pediatrics

S. W. Teplin, M.D., University of Pennsylvania School of Medicine, 1973; B.A., Brandeis University, 1969; Associate Professor of Pediatrics

J. E. Tepper, M.D., Washington University, 1972; B.S., Massachusetts Institute of Technology, 1968; Chair and Professor of Radiation Oncology

C. G. Thomas, M.D., University of Chicago, 1943; B.S., University of Chicago, 1940; Mr. and Mrs. Sanford Doxey Jr. Distinguished Professor of Surgery

. A. Thomas, B.S., The University of North Carolina at Chapel Hill, 1978; Clinical Instructor of Medical Allied Health rofessions

T. S. Thomas, M.S.N., San Jose State University, 1986; B.S., Old ominion University, 1978; Clinical Instructor of Medicine

. L. Thompson, Ph.D., University of South Florida, 1994; M.A., niversity of South Florida, 1991; B.A., University of Virginia, 985; Clinical Assistant Professor of Physical Medicine and ehabilitation

. A. Thompson, M.D., East Tennessee State University, 1990; .S., East Tennessee State University, 1986; Clinical Assistant rofessor of Pathology and Laboratory Medicine

. Thornton, M.Ed., The University of North Carolina at Chapel ill, 1982; B.S., Georgia College, 1956; Clinical Assistant rofessor of Medical Allied Health Professions

. M. Thorp Jr., M.D., East Carolina University School of ledicine, 1983; B.A., The University of North Carolina at hapel Hill, 1979; Associate Professor of Obstetrics and ynecology and Radiology

. L. Thorpe, Ed.D., North Carolina State University, 1981; .S., State University of New York, 1974; B.A., University of orth Carolina at Charlotte, 1971; Associate Professor and ssociate Chair of Medical Allied Health Professions

D. Thullen, D.O., College of Osteopathic Medicine, 1970; .S., Ohio Northern University, 1963; Clinical Professor of ediatrics

. G. Thurman, Ph.D., University of Illinois, 1968; B.S., St. ouis College of Pharmacy, 1963; Professor of Pharmacology and utrition

. R. Tidwell, Ph.D., University of Tennessee at Memphis, 1974; .A., Murray State University, 1969; Professor of Pathology and boratory Medicine and Pharmacy

G. Tillotson, M.D., Harvard University, 1985; Ph.D., Harvard niversity, 1985; B.A., Ohio Northern University, 1976; Assistant ofessor of Medicine

P. Ting, Ph.D., Northwestern University, 1979; B.S., Illinois ate University, 1975; Professor of Microbiology and munology

E. Tintinalli, M.D., Wayne State University, 1969; M.S., iversity of Michigan, 1991; Chair and Professor of Emergency edicine

M. Tisch, Ph.D., University of Toronto, 1990; B.S., University Waterloo (Ontario); Assistant Professor of Microbiology and munology

T. D. Tlsty, Ph.D., Washington University, 1980; B.S., University of South Florida, 1973; Assistant Professor of Pathology and Laboratory Medicine

A. D. Toews, Ph.D., Ohio State University, 1974; B.A., Tabor College, 1970; Research Professor of Biochemistry

M. Tommerdahl, Ph.D., University of North Carolina at Chapel Hill, 1989; M.S., University of North Carolina at Chapel Hill, 1983; B.S., Davidson College, 1980; Research Assistant Professor of Biomedical Engineering

R. S. Tomsick, M.D., The University of North Carolina at Chapel Hill, 1976; A.B., Kenyan College, 1971; Associate Professor of Dermatology

T. C. Toomey, Ph.D., The University of Georgia, 1971; M.S., University of Georgia, 1970; A.B., East Carolina University, 1966; Clinical Professor of Psychiatry

M. D. Topal, Ph.D., New York University, 1973; B.A., Adelphi University, New York, 1967; Professor of Pathology and Laboratory Medicine and Biochemistry

R. M. Toselli, M.D., Brown University, 1983; B.A., Providence College, 1979; Clinical Associate Professor of Surgery

S. U. Toverud, M.D., University of Oslo, 1964; Professor of Pharmacology and Oral Biology

L. H. Trachtman, M.S., Rensselaer Polytechnic Institute, 1983; B.S., Rutgers University College, 1981; Adjunct Assistant Professor of Medical Allied Health Professions

T. W. Traut, Ph.D., University of Southern California, 1974; A.B., University of California at Berkeley, 1966; Associate Professor of Biochemistry

B. M. Tsui, Ph.D., University of Chicago, 1977; M.A., Dartmouth College, 1972; B.Sc., Chinese University of Hong Kong, 1970; Professor of Biomedical Engineering and Radiology

M. S. Tucker, M.D., University of Texas at San Antonio, 1977; B.A., University of Texas at Austin, 1973; Assistant Professor of Surgery

R. Twarog, Ph.D., University of Illinois, 1962; M.S., University of Connecticut, 1958; B.S., University of Connecticut, 1956; Associate Professor of Microbiology and Immunology

E. P. Tyler, M.D., Temple University, 1979; B.S., Villanova University, 1975; Clinical Associate Professor of Anesthesiology

P. O. Udekwu, M.D., University of Ibadan, 1980; B.S., University of Ibadan, 1980; Assistant Professor of Surgery

M. H. Ulshen, M.D., University of Rochester, 1969; B.A., University of Rochester, 1965; Professor of Pediatrics and Nutrition

L. E. Underwood, M.D., Vanderbilt University, 1961; A.B., University of Kentucky, 1958; Professor of Pediatrics and Nutrition

P. C. Ungaro, M.D., University of Miami, 1968; Professor of Medicine

R. D. Valley, M.D., University of Virginia at Charlottesville, 1980; B.A., University of Virginia at Charlottesville, 1976; Associate Professor of Anesthesiology and Pediatrics

M. E. VanBourgondien, Ph.D., University of Washington at Seattle, 1979; B.A., Connecticut College, 1974; Associate Professor of Psychiatry

J. M. Van Buren, M.D., Columbia University College of Physicians and Surgeons, 1947; Ph.D., George Washington University, 1961; M.Sc., McGill University, 1950; A.B., Dartmouth College, 1943; Clinical Professor of Surgery (resigned March 1994)

C. M. van der Horst, M.D., Harvard Medical School, 1979; A.B., Duke University, 1974; Associate Professor of Medicine

T. A. Van Dyke, Ph.D., University of Florida, 1981; B.S., University of Florida, 1977; Associate Professor of Biochemistry

L. Van Le, M.D., University of California, 1983; B.S., Stanford University, 1979; Assistant Professor of Obstetrics and Gynecology

J. J. Van Wyk, M.D., Johns Hopkins University School of Medicine, 1948; A.B., Hope College, 1943; Kenan Professor of Pediatrics

M. A. Varia, M.B.Ch.B., University of Liverpool, 1967; A.L, University of Cambridge, 1962; Associate Professor of Radiation Oncology, and Medical Advisor, Radiation Oncology Technology Program, Department of Medical Allied Health Professions

R. W. Vaughan, M.D., University of Texas-Southwestern, 1966; B.S., Southern Methodist University, 1962; Professor of Anesthesiology

R. L. Vaughan Jr., M.D., The University of North Carolina at Chapel Hill, 1970; B.A., The University of North Carolina at Chapel Hill, 1966; Clinical Professor of Pediatrics

B. V. Vaughn, M.D., Hershey Medical School, 1986; B.S., Pennsylvania State University, 1982; Assistant Professor of Neurology

P. E. Veenhuis, M.D., University of Michigan, 1961; M.P.H., University of Michigan, 1990; B.A., Kalamazoo College, 1957; Clinical Professor of Psychiatry

K. A. Veness-Meehan, M.D., University of Rochester, 1983; B.S., State University College of New York, 1979; Assistant Professor of Pediatrics

D. Von Allmen, M.D., University of Vermont, 1986; B.A., Williams College, 1980; Assistant Professor of Surgery

J. H. Vos, Ph.D., University Libre de Bruxelles, 1984; M.S., University Libre de Bruxelles, 1978; B.S., Brussels, 1974; Assistant Professor of Biochemistry

R. H. Wagner, Ph.D., University of Cincinnati, 1951; B.A., DePauw University, 1943; Professor of Pathology and Laboratory Medicine (resigned June 1994)

K. A. Wailoo, Ph.D., University of Pennsylvania, 1992; M.A., University of Pennsylvania, 1989; B.A., Yale University, 1984; Assistant Professor of Social Medicine and History

P. A. Walker, M.D., Medical College of South Carolina, 1959; B.S., University of South Carolina, 1959; Clinical Professor of Psychiatry

R. I. Walker, M.D., Harvard University, 1954; B.S., The University of North Carolina at Chapel Hill, 1950; Professor of Medicine (retired June 1995)

V. E. Walker, D.V.M., University of Tennessee, 1983; Research Assistant Professor of Pathology and Laboratory Medicine

A. J. Wall, Ph.D., The University of North Carolina at Chapel Hill, 1971; B.A., Greensboro College, 1963; Clinical Professor o Psychiatry

D. K. Wallace, M.D., Indiana University, 1990; B.S., Indiana University, 1986; Assistant Professor of Ophthalmology

I. F. Wallace, Ph.D., Teachers College, 1980; M.Ed., Temple University, 1973; B.A., University of Pennsylvania, 1971; Associate Professor of Pediatrics (resigned May 1994)

W. M. Wallace, M.D., Baylor College of Medicine, 1975; B.A., Texas Technical University, 1969; B.A., Pacific School of Religion, 1970; Clinical Assistant Professor of Emergency Medicine

A. E. Waller, Sc.D., Johns Hopkins University, 1989; B.A., University of North Carolina at Chapel Hill, 1982; Research Assistant Professor of Emergency Medicine

B. B. Walters, M.D., Harvard Medical School, 1979; Ph.D., University College, England, 1976; A.B., Harvard College, 1973 Assistant Professor of Surgery

L. A. Walton, M.D., State University of New York, 1964; B.S., Howard, 1959; Professor of Obstetrics and Gynecology

R. F. Walton, M.D., Queen's Faculty College of Medicine (Canada), 1961; B.A., Queen's Faculty College of Medicine, 1959; Professor of Family Medicine

X. F. Wang, Ph.D., Osaka University, 1991; M.S., Osaka University, 1988; B.S.E.E., Nanging Institute of Technology, 1984; Research Assistant Professor of Cell Biology and Anatomy

D. M. Warshauer, M.D., The University of North Carolina at Chapel Hill, 1978; B.S., Yale University, 1974; Assistant Profess of Radiology

L. R. Watson, Ed.D., Boston University, 1979; M.S., The University of North Carolina at Chapel Hill, 1989; B.S., Georg Peabody College, 1972; Clinical Associate Professor of Medical Allied Health Professions

P. A. Watterson, M.D., George Washington University, 1982; B.S., Utah State University, 1978; Clinical Assistant Professor o Surgery

D. J. Weber, M.D., University of California at San Diego, 1977 M.P.H., Harvard University, 1985; B.A., Wesleyan University, 1973; Associate Professor of Medicine and Pediatrics

R. J. Weinberg, Ph.D., University of Washington at Seattle, 19 B.A., University of Chicago, 1972; Research Associate Professo of Cell Biology and Anatomy

S. S. Weir, M.D., Duke University, 1982; B.S., Davidson College, 1978; Adjunct Assistant Professor of Family Medicine

E. R. Weiss, Ph.D., University of Tennessee, 1985; B.A., Franklin nd Marshall College, 1978; Assistant Professor of Cell Biology nd Anatomy

M. C. Weissler, M.D., Boston University, 1980; B.A., Boston University, 1980; Assistant Professor of Surgery

B. E. Weissman, Ph.D., University of California, 1980; B.S., Massachusetts Institute of Technology, 1975; Associate Professor of Pathology and Laboratory Medicine and Pediatrics

E. C. Wells, M.D., The University of North Carolina at Chapel Hill, 1984; B.S., Campbell University, 1979; Assistant Professor of Obstetrics and Gynecology

. R. Wells, M.D., Bowman Gray School of Medicine, 1985; B.S., North Carolina State University, 1980; Assistant Professor of Obstetrics and Gynecology

. E. Werk, M.D., University of Cincinnati, 1946; A.B., Williams College, 1944; Professor of Medicine (retired January 1994)

B. W. Weston, M.D., Duke University School of Medicine, 1985; .B., Duke University, 1981; Assistant Professor of Pediatrics

. A. Whaley, M.D., Medicine College of Wisconsin, 1958; M.S., Medical College, Wisconsin, 1957; B.S., Marquette University, 953; Associate Professor of Radiology

. E. Wheeler Jr., M.D., University of Wisconsin-Madison, 1941; .A., San Mateo Junior College, 1938; Clinical Professor of Dermatology

A. White, M.S., The University of North Carolina at Chapel Hill, 1984; B.S., The University of North Carolina at Chapel Hill, 1969; Clinical Assistant Professor of Medical Allied Health rofessions

. C. White II, M.D., The University of North Carolina at hapel Hill, 1971; M.S., The University of North Carolina at hapel Hill, 1971; B.A., The University of North Carolina at hapel Hill, 1966; Professor of Medicine and Pharmacology

. D. White, Ph.D., Princeton University, 1968; Ph.D., niversity of Texas at Austin, 1958; M.A., Princeton University, 60; M.A., Baylor University, 1949; Research Professor of Social edicine

. E. Whitehead, Ph.D., University of Chicago, 1973; B.A., izona State University, 1967; Research Professor of Medicine

L. Whitsel, Ph.D., University of Illinois at Chicago, 1965; .S., University of Pennsylvania, 1963; B.A., Gettysburg College, 59; Professor of Physiology

K. Whitt, Ph.D., University of Texas at Austin, 1976; B.A., iversity of Virginia, 1968; Associate Professor of Psychiatry and diatrics

R. Wilcox, M.D., The University of North Carolina at Chapel ll School of Medicine, 1957; B.A., The University of North rolina at Chapel Hill, 1953; Professor of Surgery

C. B. Wilcox, M.D., University of Michigan at Ann Arbor, 1973; B.S., University of Michigan at Ann Arbor, 1968; Clinical Associate Professor of Radiology

J. M. Wiley, M.D., University of Maryland, 1982; B.A., Loyola College, 1978; (resigned June 1995); Associate Professor of Pediatrics

C. L. Wilhelm, Ph.D., Indiana State University, 1976; M.S., Indiana State University, 1973; B.A., St. Edward's University, 1972; Associate Professor of Medical Allied Health Professions and Psychiatry

N. C. Wilkes, M.D., University of Tennessee, 1987; B.A., Trinity College, 1974; Clinical Assistant Professor of Anesthesiology

J. W. Wilkins, Ph.D., The University of North Carolina at Chapel Hill, 1980; B.A., The University of North Carolina at Chapel Hill, 1976; Clinical Associate Professor of Psychiatry and Neurology

A. L. Willard, Ph.D., University of California at San Diego, 1978; B.S., Yale University, 1972; Associate Professor of Physiology

M. L. Williams, M.D., George Washington University, 1982; B.A., Yale University, 1977; Assistant Professor of Medicine

M. E. Williams, M.D., The University of North Carolina at Chapel Hill, 1976; B.A., The University of North Carolina at Chapel Hill, 1972; Associate Professor of Medicine and Epidemiology, Director of the Program on Aging

R. G. Williams, M.D., University of North Carolina at Chapel Hill, 1968; B.S., Duke University, 1963; Chair and Professor of Pediatrics

P. W. Willis IV, M.D., University of Michigan Medical School, 1975; B.A., University of Pennsylvania, 1971; Professor of Medicine and Pediatrics

E. M. Wilson, Ph.D., Vanderbilt University, 1974; B.A., Ohio Wesleyan University, 1970; Professor of Pediatrics and Biochemistry

I. G. Wilson, M.A., University of Oklahoma at Norman, 1952; B.A., University of Oklahoma at Norman, 1950; Professor of Social Medicine

S. E. Wilson, B.S., The University of North Carolina at Chapel Hill, 1983; B.S., University of North Carolina at Greensboro, 1971; Clinical Instructor of Medicine and Nursing

F. C. Wilson Jr., M.D., Medical College of Georgia, 1954; A.B., Vanderbilt University, 1950; Kenan Professor of Surgery

J. B. Winfield, M.D., Cornell University Medical College, 1968; B.A., Williams College, 1964; Herman and Louise Smith Distinguished Professor of Medicine in Arthritis, Professor of Medicine, Director of the Thurston Arthritis Research Center

P. L. Witt, Ph.D., Union Graduate School, 1988; M.S., University of Massachusetts, 1974; B.S., University of Massachusetts, 1973; Associate Professor of Medical Allied Health Professions and Family Medicine

R. V. Wolfenden, Ph.D., Rockefeller Institute, 1964; M.A., Oxford University, England, 1961; M.A., Oxford University, 1958; A.B., Princeton University, 1956; Alumni Distinguished Professor of Biochemistry and Biophysics

H. D. Wong, Ph.D., Southern Illinois University, 1990; M.S., East Carolina University, 1979; B.S., East Carolina University, 1974; Assistant Professor of Medical Allied Health Professions (resigned March 1994)

R. E. Wood, M.D., Vanderbilt University, 1970; Ph.D., Vanderbilt University, 1968; B.S., Stetson University, 1963; Professor of Pediatrics

W. B. Wood, M.D., The University of North Carolina at Chapel Hill, 1956; B.S., The University of North Carolina at Chapel Hill, 1953; Professor of Medicine and Associate Dean

W. H. Wood, Ph.D., University of Southern California, 1995; M.A., University of Southern California, 1988; B.S., Tufts University, 1975; Assistant Professor of Medical Allied Health Professions

S. E. Woods, M.D., University of Cincinnati, 1987; B.S., Xavier University, 1983; Clinical Instructor of Family Medicine

J. T. Woosley, M.D., Medical College of Georgia, 1984; Ph.D., Medical College of Georgia, 1977; M.A., University of South Florida, 1973; B.A., University of South Florida, 1969; Associate Professor of Pathology and Laboratory Medicine and Dermatology

J. B. Wray Jr., M.B.A., University of Georgia, 1972; B.A., University of Georgia, 1969; Associate Director for University of North Carolina Physicians and Associates

D. L. Wright, M.S., North Carolina State University, 1988; B.S., The University of North Carolina at Chapel Hill, 1980; Assistant Professor of Medical Allied Health Professions and Radiology

J. I. Wurzelman, M.D., Albert Einstein College of Medicine of Yeshiva University, 1986; B.A., Sarah Lawrence College, 1976; Research Instructor of Medicine

P. B. Wyrick, Ph.D., The University of North Carolina at Chapel Hill, 1971; M.S., The University of North Carolina at Chapel Hill, 1967; B.S., The University of North Carolina at Chapel Hill, 1963; Professor of Microbiology and Immunology

Y. Xiong, Ph.D., University of Rochester, 1989; B.S., Fudan University, 1982; Assistant Professor of Biochemistry

B. C. Yankaskas, Ph.D., The University of North Carolina at Chapel Hill, 1982; M.P.H., Yale University, 1973; B.A., Simmons College, 1967; Assistant Professor of Radiology and Epidemiology

J. Yankaskas, M.D., University of Connecticut, 1978; M.S., New York University, 1972; B.S., Massachusetts Institute of Technology, 1969; Associate Professor of Medicine

C. H. Yanuck, M.D., State University of New York Health Science Center, 1988; B.A., Cornell University, 1984; (resigned July 1993); Clinical Assistant Professor of Psychiatry

D. E. Yoder, Ph.D., University of Kansas, 1965; M.A., Northwestern University, 1955; B.A., Goshen College, 1954; Chair and Professor of Medical Allied Health Professions, Professor of the School of Education

L. R. Yonce, Ph.D., University of Michigan Medical School, 1955; M.S., Oregon State College, 1952; B.S., Montana State University, 1949; Professor of Physiology

T. E. Young, M.D., Medical College of Ohio, 1979; B.A., University of Cincinnati, 1976; Clinical Associate Professor of Pediatrics

W. J. Yount, M.D., University of Wisconsin, 1960; B.S., University of Wisconsin, 1957; Professor of Medicine and Microbiology and Immunology

S. H. Zeisel, M.D., Harvard University, 1975; Ph.D., Massachusetts Institute of Technology, 1980; B.S., Massachusetts Institute of Technology, 1971; Chair and Professor of Nutrition

E. M. Zeman, Ph.D., Colorado State University, 1985; B.A., Brown University, 1978; Research Assistant Professor of Radiation Oncology

S. K. Zwadyk, M.M.Sc., Emory University, 1982; B.S., Presbyterian College, 1978; B.S., Presbyterian College, 1976; Clinical Assistant Professor of Medical Allied Health Professions

Admissions

The UNC-Chapel Hill School of Medicine has a special opportunity and responsibility to educate physicians who can help meet the health care needs of the state and the nation. Because the size of entering classes is fixed, not all worthy applicants can be admitted. The Admissions Committee, acting for the dean and the faculty, selects students who in its judgment best provide excellence and diversity in the student body.

dmissions preference is given to North Carolina residents.
he School of Medicine's policy is to consider classification
r tuition purposes as determinative of residency classifica-
on for all admissions decisions.

he School of Medicine participates in the American
ledical College Application Service (AMCAS). The school
ses information provided in the AMCAS application to
redict success in medical studies. North Carolina residents
ho have demonstrated adequate preparation and ability
e invited to complete a supplementary application.
hrough the supplementary application and personal inter-
ews, applicants are given the opportunity to acquaint the
mmittee with their unique attributes. In making its final
lections from the group of qualified in-state applicants,
ie committee considers each candidate's motivation, matu-
ty, industry, and integrity along with scholastic record. To
ovide a heterogeneous student body, the committee con-
lers a variety of individual qualifications and accomplish-
ents. All information available about each applicant is
nsidered without assigning priority to any single factor.
o special admission tracks or quotas are applied among
-state applicants.

ie number of nonresident applicants who can be admit-
l is limited. The committee is selective in inviting out-of-
ite applicants to submit supplementary applications and
come to Chapel Hill for interviews. The committee
fers admission to a few nonresident students considered
ecially able to contribute excellence and diversity to the
ident body.

l admissions to the School of Medicine are the ultimate
ponsibility of the dean. The dean and the committee
erve the right to exercise their judgment in selecting a
ident body best qualified to meet the objectives of the
iool.

Academic Requirements for Admission

Requirements for admission are under review and are subject to change. At this time a minimum of ninety-six semester hours of accredited college work is required. Students are encouraged to pursue one or more scholarly interest in depth during the undergraduate years but course work must demonstrate proficiency in the natural sciences. Specific subjects include:

	Semester hours
Biology/zoology with labs	8
General chemistry with labs	8
Organic chemistry with labs	8
General physics with labs	8
English	6

Beyond the fixed requirements a variety of undergraduate educational experiences are appropriate to medicine. The school values a pattern of preparation for medicine that shows serious and mature use of the undergraduate years. Course work in the humanities and social sciences as well as advanced work in the sciences and mathematics is preferred. Proficiency in English is essential.

The Medical College Admission Test (MCAT) is required. Scores from tests prior to April 1991 are not considered. Applicants must take the test no later than the September before they wish to enter medical school. Registration for the test is made directly to the American College Testing Program, P.O. Box 4056, Iowa City, Iowa 52243.

Procedures for Application*

Obtain application forms from the American Medical College Application Service (AMCAS), Association of American Medical Colleges, 2450 N Street, N.W., Suite 201, Washington, D.C. 20037-1131 (202) 828-0600. AMCAS accepts applications for any University of North Carolina entering class from June 15 through November 15 of the previous year. Applicants are notified when the AMCAS application has been received by the UNC-Chapel Hill School of Medicine. The AMCAS application is reviewed by the committee. Academically qualified North Carolina applicants and selected nonresident applicants are sent a supplementary application and instructions for proceeding with the admissions process.

Applicants must complete all supplementary material, which includes:

- **A supplemental application form**
- Any required form(s) relating to **claiming North Carolina residence** for tuition purposes
- A nonrefundable, nondeductible **application fee** of $55.00

Letters of recommendation are required for all interviewed applicants. The letters must take the form of either: 1) an evaluation from a premedical advisory committee or 2) two academic letters of recommendation, one from the applicant's major field and one from any instructor of the applicant's choice. Both recommendations should be from faculty members who know the applicant well and have taught him or her in a graded course. Additional letters from responsible persons well acquainted with the applicant are welcome but not required.

The School of Medicine's policy about fee waivers is similar to that of AMCAS. Applicants who have been granted a waiver by AMCAS may contact the Office of Admissions to request the waiver.

Applicants submitting the supplementary applications are usually invited for interviews.

Careful consideration of all applicants is a time-consuming process, and selection of the class is not complete until spring. Applicants are notified when action has been taken by the committee.

Accepted applicants are required to make a deposit of $100.00 to hold their places in the class. This deposit is refundable prior to May 15. If the applicant registers in August this amount is applied to tuition fees.

The UNC-Chapel Hill School of Medicine participates in the AMCAS Early Decision Program. The admissions philosophy and procedures previously outlined apply to early-decision applicants. Highly qualified applicants are encouraged to consider the Early Decision Plan as outlined in AMCAS instructions.

Early Acceptance Commitment Plan

The UNC-Chapel Hill School of Medicine offers an early acceptance commitment to selected sophomores enrolled at UNC-Chapel Hill who are confident that medicine is their career goal and who have a mature plan to use their final two college years to obtain a particularly broad and rich academic experience.

Eligibility. Only full-time UNC-Chapel Hill students classified as second-semester sophomores are considered. Candidates must be able to complete the academic requirements for admission by the end of their sophomore year. Candidates take the Medical College Admissions Test (MCAT) in April of their sophomore year.

Selection factors. While there is not a fixed threshold for grade point average or MCAT scores, successful candidates have a performance record that demonstrates seriousness o purpose, aptitude for scholarship, and special potential for growth during their junior and senior years subsequent to being assured of medical school admission. There is no preference among academic majors but premature commitment to any narrow discipline is discouraged.

Consideration is given to the candidate's willingness to tak on a challenging and broadening course of study during the freshman and sophomore years. A candidate demonstrates willingness to be challenged by taking courses in fields outside the sciences and in the Honors Program curriculum. Nonacademic interests and accomplishments, motivation for a career in medicine, and behavioral evidence of concern for the welfare of others are important in the selection process. A major consideration is the quality of each candidate's proposal for how the last four undergraduate semesters will be spent. This proposal should outline a course of study significantly broader than what is normally regarded as a "pre-med" major, i.e., a major concentration in the humanities, fine arts, or social sciences; an interdisciplinary or double major relating science to other disciplines; or the inclusion of substantial foreign study experience. Students accepted to the program are encouraged to participate in the senior honors thesis experience.

**Application procedures and fees are subject to change.*

Application. Interested students may obtain application materials from the Office of Admissions, School of Medicine, CB 7000, Room 130 MacNider Building, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7000, (919) 962-8331. The applicant must arrange to have a letter of recommendation sent directly to the Admissions Committee of the School of Medicine from two UNC-Chapel Hill faculty members who have taught the applicant. Personal interviews with members of the committee are scheduled in April. Final acceptance decisions into the program are made during the summer when applications are complete and spring semester grades and MCAT scores are in hand. All admissions decisions are made by the Admissions Committee acting for the dean. The School of Medicine reserves the right to limit early acceptance to a small group of students who in the judgment of the committee can best profit from this opportunity.

Transfer/Admission to Advanced Standing

The School of Medicine limits consideration for transfer/advanced standing admission to the third year. Placements are contingent upon vacancies in the class. Only two categories of candidates may apply: 1) medical students enrolled and in good standing at a medical school accredited by the Liaison Committee on Medical Education; and 2) selected residents in the Oral Surgery Program at the UNC-Chapel Hill School of Dentistry. Eligible applicants may obtain application materials by writing to the Office of Admissions, School of Medicine, CB 7000, Room 130 MacNider Building, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7000, (919) 962-8331.

Degree Requirements

Degree of Doctor of Medicine

Graduation from the School of Medicine with the degree of doctor of medicine is dependent upon the completion of the prescribed required and elective curriculum in a manner satisfactory to the Student Promotions Committee, acting for the faculty.

Degrees of Doctor of Medicine with Honors and Distinction

The degrees of doctor of medicine with honors, doctor of medicine with distinction, and doctor of medicine with honors and distinction have been established and approved by the faculty of the School of Medicine. The program is administered through the M.D. Degree with Honors Committee.

To be eligible for an M.D. degree with honors a student must meet two criteria: an outstanding academic record, i.e., honors for at least one year of medical school and no course failures; and submission of a scholarly medical paper of superior quality to the appropriate faculty committee. The student must be the sole author of the paper. Papers may be submitted to the committee at any time but not later than February 1 for May graduation, August 1 for August graduation, and December 1 for December graduation. The minimum criteria for eligibility is determined at the end of the third year of medical school.

To be eligible for an M.D. degree with distinction a student must receive honors for all four years of medical school.

To be eligible for an M.D. degree with honors and distinction a student must meet two criteria: 1) receive an honors rating for all four years of medical school, and 2) submit to and have approved by the appropriate faculty committee a paper showing original scholarship of superior quality related to some aspect of medicine or biomedical science.

Degree of Doctor of Medicine with Highest Honors

The degree of Doctor of Medicine with Highest Honors was established and approved by the faculty of the School of Medicine and is available to those who successfully complete the Distinguished Medical Scholars Program. The program consists of an additional year of medical school following the third year, partially funded by a scholarship, during which the student engages in challenging scholarly pursuits.

The goal of the program is to produce more students capable of in-depth, critical, and independent thought, whether they go into research, private practice, or other areas related to medicine. The school believes that students trained to practice and enjoy the rigors of scholarly thinking are a resource to others and raise the quality of the efforts of those around them. Students complete an independent project (which may be bench research or any other plan of study approved by the committee) and seminars requiring stringent preparation.

Students may apply to the program in early fall of each year. Based on a review of students' records, written recommendations from faculty, and interviews with the Distinguished Scholars Committee, two to four students with the highest academic potential are chosen along with several alternates. If a student declines the invitation to participate, an alternate is approached. Upon acceptance and for the duration of the student's fourth and fifth medical school years, she/he is recognized as a Distinguished Medical Scholar. Continuation in the program depends on sustained academic excellence. This fourth year consists of an independent and scholarly pursuit under the close supervision of a carefully selected mentor and may consist of laboratory, epidemiological, or other research, or a full-time academic program approved by the Distinguished Scholars Committee. For that year a scholarship is offered.

In addition to the individual project and equal to it are the biweekly seminars devoted to topics not usually covered in depth in the medical curriculum. These seminars, covering topics that are controversial, of social and economic import, or in need of ethical consideration, require rigorous student preparation and participation. Topics such as clinical decision analysis, clinical pharmacology, ethics, epidemiology, public health, statistics, government, and medicine are included. Students may also present seminar topic of their own choosing.

During the fifth year the Distinguished Medical Scholars complete their medical school elective requirements and participate in the program's seminar series (students taking rotations at outside hospitals are excused).On completion of the fifth year the student's performance is evaluated and if this performance is of continued high quality, the student is granted a degree of Doctor of Medicine with Highest Honors. If a student's performance is not of high quality, but is judged to be satisfactory, a degree of Doctor of Medicine with Honors will be considered.

Combined Degree Programs

Medical students may work toward combined degrees in medicine and one of the basic medical sciences or an area of social medicine (public health or a medically related area of the social sciences or humanities). Under the combined degree arrangement qualified students may earn two professional or graduate degrees at either the master's or doctoral level in a shorter period of time than would be required to earn both degrees if pursued separately. The combined degree can be accomplished by judicious use of free time and by taking elective options approved by the School of Medicine. Students in combined degree programs may receive up to fifteen hours of elective credit towards the M.D. degree for medically relevant graduate school courses. Students enrolled in a graduate program must also obtain advance approval for graduate courses to receive medical school credit. Since the University does not permit dual enrollment, medical students must take a leave of absence from the medical school when enrolled in a graduate program. Graduate departments and the School of Medicine have academic counselors and advisers to assist students in making plans for combined degree programs. Prior arrangement with the respective advisers and the Electives Committee of the School of Medicine is required. The ssociate dean for Academic and Student Programs oversees ll recognized combined degree programs and assists students in planning their academic programs.

or more information about combined degree programs ontact the Office of Academic and Student Programs, CB 000, Room 137 MacNider Building, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-000, (919) 966-6403.

The M.D./Ph.D. Program

The School of Medicine and the Graduate School offer a ombined M.D./Ph.D. program designed for selected stuents who aspire to a career in biomedical research and/or ademic medicine. The M.D./Ph.D. program offers the pportunity to combine the clinical studies that accompany he medical degree with graduate education and doctoral search in any of a wide variety of academic disciplines. It anticipated that the requirements for both the Ph.D. and e M.D. degrees can be completed in seven years, though the interval required for the doctoral research proam is not always predictable.

he Ph.D. degree in the combined program can be earned almost any discipline within the Graduate School proded that it can be shown to lead in a logical fashion to a ture career in biomedical research and/or academic medine. Examples of these Ph.D. programs include, but are t limited to: cell biology and anatomy, biochemistry, ology, chemistry, microbiology and immunology, pathology, pharmacology, physiology, biomedical engineering, genetics, neurobiology, toxicology, epidemiology, parasitology, and biostatistics.

All applicants to the M.D./Ph.D. program are required to take the Medical College Admissions Test (MCAT). Once information has been received from the MCAT, an application for the M.D./Ph.D. program can be obtained from the Office of Admissions in the UNC School of Medicine. Applicants to the M.D./Ph.D. program are not required to take the Graduate Record Examination (GRE). In addition, it is not necessary for applicants to designate a specific program within the Graduate School at the time that application is made to the M.D./Ph.D. program. Instead, each student has the opportunity to select his or her graduate program at any time during the first two years of medical school.

The M.D./Ph.D. program at UNC-Chapel Hill begins with the first two years of medical school. During this time most students are also able to fulfill a significant portion of their Graduate School requirements. The summer prior to enrollment in medical school, as well as the summer between the first and second years are specifically designed to provide M.D./Ph.D. students with exposure to a number of potential research areas. Years three through five are set aside for students to complete Graduate School course work and the Ph.D. dissertation. Students then complete the M.D./Ph.D. program during years six and seven with two years of clinical medicine. Within this basic structure, the M.D./Ph.D. program at UNC-Chapel Hill is sufficiently flexible to accommodate students with a wide variety of individual needs and/or prior experiences.

Competitive stipends are provided for all four years of medical school. In addition, the M.D./Ph.D. program assures that each student receives a comparable stipend during the years in Graduate School.

Descriptions of the graduate courses in the various departments and curricula can be found in the Record of The University of North Carolina at Chapel Hill: The Graduate School, published by the Graduate School, CB 4010, Room 200 Bynum Hall, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-4010, (919) 966-2611.

For more information about the M.D./Ph.D. program, please contact Dr. Eugene P. Orringer, M.D./Ph.D. Program Director, c/o the General Clinical Research Center, CB 7600, Room 3005 APCF Building, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7600. Phone (919) 966-1435; fax (919) 966-1576; e-mail address epo@med.unc.edu.

Graduate Studies in Public Health and the Humanities and Social Sciences

Students enrolled in the School of Medicine may pursue a second professional or graduate degree in a department of the School of Public Health (Epidemiology, Maternal and Child Health, Health Policy and Administration), or in another department of the Graduate School that offers a medically related program in the social sciences or humanities (Medical Anthropology, Medical Sociology, Health Economics, Political Science, Medical Ethics, Medical History). Under an arrangement approved by the School of Medicine, medical students may earn up to fifteen hours of elective credit for work completed toward their graduate degree. The medical student must enroll in a graduate program of the School of Public Health or in another Graduate School department for a minimum of one academic year.

Medical students wishing to consider this combined degree opportunity must be accepted into the graduate program of their choice by making formal application using forms obtained from that program. Admissions procedures vary with each department; however, application should generally be made at least six months before the medical student intends to enroll in the graduate program. Acceptance into the program must be documented by the School of Medicine.

After acceptance and matriculation into the School of Medicine an interested student should take the following steps:

- Consult with the medical school adviser for combined degrees in the social sciences;
- Request an informal interview with a representative of the graduate program desired;
- Apply for admission to the graduate program through the Graduate School of The University of North Carolina at Chapel Hill;
- Obtain a leave of absence from the Office of Student Affairs, School of Medicine, CB 7000, Room 121 MacNider Building, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7000, (919)962-8335;
- Register and matriculate in the graduate program for one academic year;
- Complete all the requirements for the graduate degree as specified by the graduate department;
- Complete all the requirements for the M.D. degree as specified by the School of Medicine.

The Electives Committee has approved the entire catalog of the School of Public Health for medical school elective credit with the provision that medical students wishing to enroll in a School of Public Health course for electives must receive advance approval from the medical school. Medical students enrolled in a graduate program in a medically related area of the social sciences or humanities must also obtain advance approval for graduate courses in order to receive medical school credit.

For more information about combined degree programs contact the Office of Academic and Student Programs, School of Medicine, CB 7000, 137 MacNider Building, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7000, (919) 966-6403.

General information about degree requirements may also be obtained from the Office of Admissions, School of Medicine, CB 7000, 130 MacNider Building, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7000, (919) 962-8331.

Academic Records

The Office of Student Affairs maintains a complete academic record on each student registered in the School of Medicine. Reports of performance, certifications of enrollment, and letters of recommendation are supplied upon request of the student without charge for applications for training, licensure, etc.

A student has appropriate access to his or her record upon request, with the right to challenge the accuracy of the information contained therein.

Evaluation of Student Performance

Students in the School of Medicine are carefully selected, and the faculty expects that all students who enter be able to complete successfully the requirements for the degree of doctor of medicine. Certain certifying standards must be met as outlined in the following section, "Evaluation System."

Acceptance of the regulations and policies adopted by the Faculty and described in "Educational Policies of the School of Medicine" is assumed with registration.

The evaluation system is based on the premise that the way students are examined is a major determinant of the way hey study, how they learn, and their attitude toward their education. The goals of the curriculum are to build probem-solving and communication skills and to develop habits of self-assessment and continual learning that will emain throughout the physician's professional life. Examinations should reflect these broad goals of the curriculum.

Evaluation System. The evaluation system is based on the ollowing principles: The honors, pass/fail grading system is used in the first two years; the honors, high pass, pass, low pass, fail grading system is used in the third and fourth ears.

Students are tested with a number of formats such as short nswer and essay so that they can demonstrate knowledge beyond fact recall.

The teaching aspect of examinations is emphasized and the ssociate dean for Academic Affairs monitors the curricula for any tendency toward overexamination of students. aculty-designed examinations related closely to course ontent are used.

Students must pass every course. Tutorials, a summer program, re-examination, and a decelerated program may be options for students having academic difficulties. For advanced students, testing for exemption from selected basic science courses is offered.

A Student Promotions Committee comprised of faculty members actively engaged in teaching applies the standards established by the faculty and specifically expressed by the faculty in each course.

For more information about the evaluation of medical students, refer to "Educational Policies of the School of Medicine" prepared by the UNC-Chapel Hill School of Medicine or contact the Office of Academic Affairs, CB 7000, Room 132 MacNider Building, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7000 (919) 966-4017.

Financial Information

Estimated Expenses

Tuition and University Fees*

	NC Resident	*Nonresident*
First and Second Year		
Tuition	$1,952.00	$20,466.00
Fees	733.00	733.00
Third Year		
Three six-week clerkships; two eight-week clerkships; one twelve-week clerkship; two one-week rotations	326.00 ea.	3,411.00 ea.
Fees	733.00	733.00
Fourth Year		
Six four-week electives/ selectives	326.00 ea.	3,411.00 ea.
Fees	733.00	733.00

First-, second-, or third-year students may receive permission to take electives or additional classes during the academic year or summer term. Those courses are assessed at the rates listed. Likewise, review courses are assessed separately. Financial Obligations and Requirements for Registration Tuition and fees are due in full at the time of registration for each semester. Those receiving financial aid (including scholarships from outside sources that pay tuition and fees) may defer payment but must take personal responsibility for completing the necessary deferment form. THIS IS NOT AN AUTOMATIC PROCESS. Classes will be canceled for students who do not either make appropriate payment or complete the deferment form. Canceled classes may cause serious repercussions to a student's course of study at the School of Medicine, including a possible delay of graduation.

Students will find a deferment form on the reverse side of the bill received from the University cashier. Be advised that not receiving a bill from the University cashier is not sufficient reason for nonpayment. Students are responsible for knowing the deadline for payment of tuition and fees. Students' accounts with the University cashier must be clear for class registration. If charges for the Student Health Service, Parking and Transportation, library fines, etc. are due to the cashier, registration will be blocked until all charges have been paid.

Additional Estimated Expenses

First Year	
Books, laboratory manuals, and costs	$650.00
Microscope service fee	50.00
Instruments	542.00
Immunizations (Hepatitis B, MMR vaccine)	120.00
Second Year	
Books, laboratory manuals, and costs	650.00
Microscope service	50.00
Third Year	
Books, laboratory coats	650.00
Fourth Year	
Books, uniforms	650.00

Microscopes

Microscopes owned by the School of Medicine are available on loan to first- and second-year medical students for a service fee of $50.00 per year. These microscopes are binocular, four-objective, fully equipped instruments without carrying cases. A microscope is reserved for each entering student and is issued upon payment of the rental fee during registration. Most students use the University-owned microscopes and we strongly recommend that students do not purchase a personal microscope at this time. If students wish to use a personal microscope it must be inspected and approved. Microscopes should be brought t Room 314 Berryhill Hall (Basic Sciences Building) at the earliest possible date after acceptance. If possible, do not purchase a microscope prior to its inspection.

**Tuition and fees are approximate at time of printing and are subject to change.*

Financial Aid

inancial aid at the UNC-Chapel Hill School of Medicine onsists of scholarships and loans, usually combined into an id package to meet a student's individual financial need. Vhen students apply for aid following the procedures lescribed in the section, "How to Apply for Financial Aid," hey are considered for all assistance for which they are eli- ible.

ward packages for full-time students may include grants, cholarships, and/or federal and state loans. Students need ot apply separately or indicate a preference for gift funds. he Office of Student Aid in the Office of Student Affairs ndeavors to meet a percentage of a student's need through cholarships. Students must know, however, that these inds are usually awarded only to those who submit financial aid applications by the priority processing deadline of larch 1 each year.

rants and Scholarships

unds are awarded by the School of Medicine and its bene- ctors to students who have financial need; scholarships are sed to reduce the loan obligations students might other- ise be expected to assume. Need-based scholarships con- itute approximately fifteen percent of a student's financial eed, subject to review each year.

inority Presence Grant Program

he University of North Carolina offers a two-part grant ogram to minority students. Part I provides funds for ants to White students at predominately African- merican institutions and to African-American students at edominately White institutions. Students must be resi- nts of North Carolina enrolled for at least three hours of gree credit course work and must demonstrate financial ed. Part II provides funds for grants to Native Americans d other minority students at the constituent institutions the University of North Carolina. Grant recipients must residents of North Carolina who are enrolled for at least ree hours of degree credit course work and demonstrate ancial need.

ans

rough allocations from the federal government, the iversity awards Perkins Loans and Loans for sadvantaged Students to needy students. These loans ıst be repaid with five percent interest after graduation, thdrawal from school, or enrollment for less than a half- ıe course load. Parents' income must be reported, even independent and/or married students, to qualify for the vest interest loans.

Subsidized Federal Stafford Loans are awarded by banks, credit unions, or state agencies upon the recommendation of the Office of Student Aid. Students must demonstrate need for these loans and repayment must be made as with Perkins Loans. Interest varies with the start of each fiscal year (July 1) but does not exceed ten percent during the period of Reauthorization of Title IV aid that began October 1, 1992.

Unsubsidized Federal Stafford Loans are nonsubsidized loans for which interest begins to accrue on the student's account at the time of the loan's approval. These loans are used to meet educational costs as determined by the budget guidelines and are the only loans available to students who are not eligible for need-based financial aid. Good credit is vital because the law requires that lenders determine whether borrowers are creditworthy before loan approval.

Federal Service Awards

In addition to the scholarships and loans already mentioned, students may apply for federal service awards. The Armed Forces scholarships are awarded by the United States government to medical students who obligate themselves for a minimum of two years of specified service in any branch of the United States military after completing their medical training. These programs provide a monthly stipend plus payment of full tuition and fees for students in medical school. After medical training is completed, the recipients perform professional services in the public health sector or military services at the appropriate salary for a given Civil Service level or military rank. Students interested in any of these programs should write to the respective services for an application or more information. Applications are not available at the Student Aid Office. The National Health Service Corps (NHSC) considers students with exceptional financial need for application to their program. The NHSC is one of many agencies that make grants that are repaid by work in an underserved area. If the service requirement, to which the student agrees from the outset, is not met, the aid reverts to loan status. The student repays the loan after medical training is completed. Students interested in "grant-in-service" aid must apply directly through the agencies that administer those programs. Any award from an outside source is considered part of the student's financial aid for the academic term covered by the award.

How to Apply for Financial Aid

To be considered for financial aid, including need-based scholarships and loans, students should submit the 1995-96 Free Application for Federal Student Aid (FAFSA) to the address indicated on the form. The UNC-Chapel Hill School of Medicine must be indicated on the form as the institution to receive the FAFSA. All sections must be completed for a student to be considered for any University and federal funds. An incomplete form delays the application and reduces the chances for receiving financial aid promptly. You may obtain a FAFSA application from the Office of Student Affairs, CB 7000, Room 121 MacNider Building, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7000, (919) 962-8335, or from the Office of Scholarships and Student Aid, CB 2300, Room 300 Vance Hall, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-2300 (919) 962-8396.

March 1 Priority Processing Deadline

Students must understand that priority for financial aid is given to those who submit the FAFSA form for processing by no later than March 1. Because financial aid funds are limited, the most beneficial types of aid are awarded to students who meet the preference deadline. Applications are accepted after March 1 but are considered only as time and resources permit.

The FAFSA form asks for information about an individual's personal and family financial circumstances. Because the form refers to questions on the federal tax return, students should complete tax forms before filing the FAFSA form. If a student must delay completion of tax returns, she or he should provide estimated tax data on the FAFSA form in order to meet the March 1 deadline. Students should keep a careful record of the dates that they submit forms and make photocopies of all information requested in their application for financial aid.

Other Required Forms

Students may be required to submit some or all of the following documents:

- a copy of federal income tax return forms for oneself—Form 1040, 1040A, or 1040EZ;
- a statement of untaxed income for oneself, including Social Security benefits, military allowances, housing and food allowances, child support, AFDC, etc.;
- asset information regarding financial holdings, including real estate;
- certification of tax filing status, required if no U.S. income tax return was filed for the preceding year;
- verification of family size with information about the number of persons in the household and the number i college;
- a Financial Aid Transcript (FAT) completed by the financial aid office of any other colleges and universitie the student has attended regardless of the length of enrollment at the institution and whether the student applied for or received financial aid at the institution. FATs are not required for aid obtained at UNC-Chape Hill.

Loan Applications

If a Stafford Loan is included as part of the financial aid award, the Office of Student Aid prepares an application form and refers a student to a lender, the College Foundation, Inc. (CFI). Students who have had previous Stafford Loans or SLS through a lender other than CFI or who prefer to use a different lender must bring this information to the attention of the Student Aid Office.

Financing Options

The Office of Student Aid informs as quickly as possible students who are not eligible for financial assistance from funds awarded by the office. These students are supplied information about other sources of financial support and suggestions for ways to meet UNC-Chapel Hill expenses. For further information about financial aid and financing options contact the Office of Student Aid in the Office o Student Affairs, School of Medicine, CB 7000, Room 12 MacNider Building, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7000 (919) 962-8335.

Student Health Service

The Student Health Service (SHS), a part of the University Division of Student Affairs, is located in a facility in the northeastern corner of the medical center complex. The service is responsible for the health care of all students in the University.

Director: Judith R. Cowan, M.D.

Students are eligible for health care in the SHS if they have paid the student health fee for the current semester or summer session. The fee covers the cost of all services provided by SHS professionals including physicians, physician extenders, physical therapists, and mental health professionals. Laboratory and X-ray studies done at SHS require a copayment. Additional charges are made for inpatient rooms, drugs, miscellaneous supplies, selected procedures, and laboratory and X-ray studies that must be obtained from the UNC Hospitals or other outside laboratories. Spouses who are not enrolled in the University as students are eligible by paying the student health fee at SHS and demonstrating appropriate health insurance.

The SHS provides a comprehensive program of health care delivery including general outpatient and inpatient medical are, a pharmacy, and specialized clinics in allergy, gynecology, sports medicine, and mental health. Contracted specialty clinics including colpscopy, orthopedics, dermatology, and ENT are offered to the student at a reduced charge. The Wellness Resource Center, staffed by SHS and trained peers, provides workshops, groups, and information on fitness, nutrition, human sexuality, contraception, relaxation, and alcohol abuse prevention.

Office hours are 9:00 a.m. to 4:30 p.m. Monday through Friday and 9:00 a.m. to 12:00 noon on Saturday. Students e seen on an appointment basis. After regular office hours and on weekends, physician extenders with medical and psychiatric backup are available for acute care at a reduced charge. In general, students should go to the SHS first. This is particularly important for those students enrolled in he University-endorsed student group insurance plan. Major problems may be referred to the UNC Hospitals emergency room. Students should be aware that the UNC Hospitals services are not covered by the student health fee.

orth Carolina law requires all students who are new to e University to document immunization records and ndergo vaccination. Failure to comply with this policy sults in cancellation of registration thirty days after classes gin. For additional information about immunization quirements please refer to the following section on Health quirements for Medical Students.

Health Requirements

In addition to ensuring that students gain knowledge and skills, the School of Medicine feels responsible for teaching students the value system of the medical profession. In this section we address two of those values: responsibility for providing care to patients without regard to the nature of their illness and responsibility for maintaining one's own health.

HIV. The HIV epidemic requires the fundamental responsibility of medical professionals to adhere to the highest standards of conduct and behavior. Entry into the medical profession is a privilege offered to those who are prepared for a lifetime of service to the ill. Consistent with this value, the school's policy is that "competent and humane care shall be provided to all patients, irrespective of their known or suspected HIV-1 status." Our faculty members promise to model, by their own willingness to provide such care, the professional attitudes and behavior we expect of students as physicians in training. We train and monitor students in the use of protective measures that health care workers employ in the clinical setting and we offer procedures that should be followed if students are accidentally exposed to potential infectious disease. We ensure that clinical work settings provide appropriate facilities, equipment, and personnel to avoid unnecessary risk. In addition we offer counseling to students who express reluctance to participate in education and patient care programs with individuals who have any illness such as HIV.

Health Insurance. Medical students need the protection of a comprehensive health insurance policy in order to maintain their own health during their training. It is particularly important for students to have this protection because the University cannot be responsible for any expenses, other costs, or losses associated with care and treatment after exposure to infections or environmental hazards encountered during the course of medical training.

The UNC-Chapel Hill medical school has arrangements with Blue Cross/Blue Shield to offer group health insurance coverage, including major medical benefits, to enrolled single and married students, their spouses, and their children. This plan is specially tailored to the needs of the student population and coordinated with the Student Health Service in ways that may not be true of other insurance plans. The School of Medicine requires medical students to purchase this or comparable coverage. The catastrophic coverage is available for a small additional fee and greatly improves insurance coverage. The school believes that students should have the University-endorsed plan with catastrophic coverage or a comparable plan for the following reasons: (1) The student health fee does not cover hospitalization, surgery, and intensive care, among other medical services. (2) Clinical training may pose health risks beyond those encountered by the general population. (3) Medical students are required to complete some of their training at sites distant from Chapel Hill. Students thus need health insurance coverage for times when they are unable to report to the SHS.

Should a student choose not to purchase Blue Cross/Blue Shield, she or he must provide written proof of comparable coverage at the time of matriculation. All entering and currently enrolled students are notified yearly about the procedures for documenting health insurance coverage. The student's written proof of coverage must include the following:

- the student's name (not that of a parent or spouse) as the current insured, and the dates and other conditions of coverage (i.e., age twenty-six or younger and enrolled full-time, nonmarried);
- relevant group, certificate, and/or identification numbers;
- a current phone number and address that can be used should checking any specifics of coverage become necessary. Phone numbers and addresses are useful when students need medical attention beyond that provided by the Student Health Service.

The School of Medicine is currently working to make Blue Cross/Blue Shield coverage more beneficial for students' needs. For further information, contact Hill, Chesson and Associates (Insurance Brokers), P.O. Box 3666, Chapel Hill, N.C. 27514, (919) 967-5900.

Special Vaccination Requirements for Entering Medical Students. The School of Medicine's policy is that entering medical students must provide proof of the following as a condition of matriculation:

Hepatitis B Vaccination. All entering medical students must either be vaccinated against Hepatitis B during the early weeks of school or provide proof of immunity as a condition for matriculation. Medical students are at risk for infection with Hepatitis B beginning with their first experiences in drawing blood and continuing through their third and fourth years when they are caring for patients. This risk of infection increases with more years of professional experience and the health consequences of becoming infected with Hepatitis B are significant.

Second Measles Vaccination. All entering medical students (born after January 1, 1957) must show documentation of vaccination with two doses of live-virus measles (rubeola) vaccine after their first birthday, documentation of physician-diagnosed measles, or laboratory evidence of measles immunity. Medical personnel are at higher risk for acquiring measles than the general population and the health consequences of measles infection can be significant. Medical students who contract measles can be the source of outbreaks in the hospital as well as in the community.

Women students of childbearing age who choose to have a rubeola vaccine administered at the University are required to certify their last menstrual period and to indicate their willingness to wait at least three months before becoming pregnant. If a student is pregnant at the time of matriculation she should plan to be immunized (with the consent of her physician) at the earliest possible time after delivery. The school provides detailed information during orientation about both vaccines, and information sessions are scheduled for questions and answers about these vaccines. The vaccines are provided at the state cost of approximately $115 for the usual three doses of Hepatitis B vaccine and approximately $28 per dose of measles vaccine. These prices were current as of the 1994-95 school year and are subject to change in subsequent years. The measles vaccine is given as measles, mumps, and rubella vaccine. Students are responsible for covering this cost. Arrangements can be made for the cost of the vaccine to be billed to the student's Student Health Service account; however, neither th student health fee nor the University-sponsored health insurance plan cover this cost. Financial aid allowances have been adjusted to include loan funds to cover this cost. Vaccination times are announced at Orientation and are scheduled at appropriate intervals to coordinate with class schedules.

Disability Insurance. The Liaison Committee on Medical Education (LCME), which sets accreditation standards for medical schools, now requires the school to make disabilit insurance available to all students. A local company that has worked with the school and student leaders now offers an attractive disability plan. In order to implement this plan the company requires all enrolled students to be covered. The cost is approximately $150 per year for each student as of the 1995-96 school year. The school notifies all entering and currently enrolled students yearly about the procedures for obtaining this insurance.

Occupational Exposure to Airborne/Bloodborne Pathogens. The clinical care of patients exposes practitioners to bloodborne pathogens. In accordance with the recommendations of the Association of American Medical Colleges (AAMC), the Liaison Committee on Medical Education (LCME), and the federal Occupational Safety and Health Administration (OSHA), the University Safety and Health Office provides training during orientation concerning occupational exposure to bloodborne pathogens. Further training is given on a yearly basis to safeguard the health of our students.

Occupational Exposure to Tuberculosis. Clinical care of patients may also expose practitioners to *Mycobacterium tuberculosis* (TB). In accordance with the recommendations of OSHA and the Centers for Disease Control and Prevention (CDC), the University Safety and Health Office provides a thirteen-point training session during orientation concerning occupational exposure to TB. Further training is given on a yearly basis to safeguard the health of our students.

Tuberculosis Testing. All entering medical students, ncluding those who have attended The University of North Carolina at Chapel Hill within the past two years, must provide physician-documented results of a tuberculosis test administered after July 15 of the summer in which hey enter medical school (Mantoux/ppd; the tine test is not acceptable by state law). This information is provided on the Student Health Service Report of Medical History prior to matriculation. For those testing positive, individual consultation is held to advise further follow-up procedures. Students are also asked to provide this information in subsequent years.

Annual Health and Safety Agreement. Students must nnually read and sign a Health and Safety Agreement to ignify their agreement to these special conditions for nrollment at the UNC-Chapel Hill School of Medicine. We notify all entering and currently enrolled students yearly about the procedures for complying with this policy. For questions about health policies, contact the Office of tudent Affairs, The University of North Carolina at Chapel Hill School of Medicine, Room 126 MacNider Building, Chapel Hill, N.C. 27599-7000, (919) 962-8333.

References

Student Information: Health Association of American Medical Colleges. *Policy Guidelines for Addressing HIV Infection in the Academic Medical Community*, Appendix A: "AAMC Statement on Professional Responsibility in Treating AIDS Patients," October 1988. *Academic Medicine.* June (1989): 335–48.

The University of North Carolina at Chapel Hill School of Medicine. "Recommendations Concerning the Acquired Immunodeficiency Syndrome and Human Immunodeficiency Virus (HIV-1, AIDS virus)." *Infections at the School of Medicine of the University of North Carolina at Chapel Hill and the University of North Carolina Hospitals.* 24 August 1989.

"Protection against Viral Hepatitis: Recommendations of the Immunization Practices Advisory Committee (ACIP)." *Centers for Disease Control Morbidity and Mortality Weekly Report. MMWR* 39, No. RR-2 (9 February 1990): 5–19.

Weber D. J., W. A. Rutala, and W. A. Orenstein. "Prevention of Mumps, Measles and Rubella Among Hospital Personnel." *J. Peds.* 119 (August 1991): 322-326.

"Measles Prevention: Recommendations of the Immunization Practices Advisory Committee (ACIP)." *MMWR* 38, No. S-9 (29 December 1989): 1–18.

"Liaison Committee on Medical Education." *Structure of Medical School.* (1991): 16.

"Occupational Exposure to Bloodborne Pathogens; Final Rule; 29 CFR Part 1910.1030." from the Department of Labor, Occupational Safety and Health Administration, as published in the *Federal Register*, Part II (Excerpts) 56, No. 235 (6 December 1991): 64175–82.

"Draft Guideline for Preventing the Transmission of Tuberculosis in Health Care Facilities." *Federal Register* (1993): 52819–54.

Housing

The University provides residence hall accommodations for approximately sixty-six hundred registered undergraduates, graduates, and preprofessionals.

More than three hundred apartments are available for student family housing and are conveniently located near the medical center. The costs of these apartments are significantly lower than off-campus housing.

Information regarding residence hall accommodations is available through the Department of University Housing, Assignments Office, CB 5550, Carr Building, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-5550 (919) 962-5401.

The University offers single-room accommodations for some graduate students in a building occupied predominantly by graduate students. The building is located near the medical center.

Information regarding student family housing is available through the Student Family Housing Office, CB 5550, Odum Village, Branson Street, Chapel Hill, N.C. 27519-5550 (919) 962-5661.

Veterans Affairs

Veterans affairs and claims for veterans benefits are handled by the Office of Veterans Services, CB 2100, 105 Hanes Hall, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-2100, (919) 962-8292.

Student Affairs

The School of Medicine is noted for its informal, friendly atmosphere. Students and faculty work together in collegial relationships through small group teaching in the first two years; through research or community projects; through student group activities; through the advisory system; and in the small rotational groups established in the clinical settings.

tudent preceptors contribute to the small groups in the ransition course. In addition, students give tours to rospective applicants and serve on committees such as the dmissions Committee, the Educational Policy Committee, nd various curriculum review groups. The Student-Faculty dvisory Committee, established as the Student-Faculty dvisory Council, considers problems shared by students, culty, and administrators. The council, which merged ith the Student Advisory Committee in 1986, is co-haired by the associate dean of Student Affairs and president(s) of the Whitehead Society.

dvisory Systems

ach student is assigned to a faculty class adviser upon ntering medical school and stays with this adviser roughout the four years of training. The student-adviser tio averages six to one. Approximately 130 faculty mem-ers participate in the advisory program.

mong the functions of a class adviser are:

- to be a role model for the professional and academic development of the student;
- to give personal and academic counseling and direct students to appropriate resources if the adviser cannot directly help;
- to provide a link between the student and the administration whereby the adviser's personal knowledge of a student's special needs or talents can further the student's interests;
- to serve as an advocate when decisions about the student are made in areas such as academic promotion or awards;
- to contribute to the letter of evaluation prepared by the Office of Student Affairs for residency positions if the student so desires.

addition, when planning for the fourth year, each stu-nt selects an adviser who represents the student's career als. The student's total program for the fourth year must approved by this adviser, who also assists the student th the residency application process.

Whitehead Medical Society

(Medical Student Government)

The medical student body was organized into the Whitehead Medical Society in 1908. The society's name honors Richard H. Whitehead, whose standards and leadership as dean established the reputation of the school. The governing body of elected officers, representatives, class presidents, and presidents of student organizations is called the Whitehead Council. The society sponsors orientation for the entering class, the student-faculty holiday party, Student Research Day, the Whitehead Lecture, and various symposia and social activities throughout the year. Student participation in curriculum review, admissions, and many other ongoing activities within the school is encouraged through the Whitehead Society, which also serves as a forum for student concerns. A close relationship with the faculty and administration, and strong bonds of fellowship and individual adherence to a high standard of integrity, social conscience, and academic excellence have always been characteristics of members of the society.

Medical Alumni Association

Graduates of the UNC-Chapel Hill School of Medicine (both M.D. and basic science graduates), former house staff of the UNC Hospitals, and faculty are automatically members of the UNC Medical Alumni Association. The association meets semi-annually in the spring and the fall and holds other meetings throughout the year. There are no membership dues. The Medical Alumni Association and the Office of Medical Alumni Affairs actively support many student, faculty, and alumni programs through contributions to the Medical Alumni Loyalty Fund. The Office of Medical Alumni Affairs and the Medical Foundation of North Carolina, Inc. hold the fund in trust.

The quarterly *Medical Alumni Bulletin* serves as a means of communicating with alumni. The bulletin, several student scholarships, sponsored student activities, and other activities of the school and the association are possible through contributions to the Medical Alumni Loyalty Fund.

Dr. William E. Easterling Jr. is the director and associate dean for Continuing Medical Education and Alumni Affairs. The office is also staffed by an executive assistant, Stephanie Stadler. For further information contact the Office of Medical Alumni Affairs, CB 7000, Room 231 MacNider Building, School of Medicine, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7000 (919) 962-2118.

Student Groups and Activities

Great diversity and strength of student involvement exists in the national, state, and local organizations at the UNC-Chapel Hill School of Medicine. UNC-Chapel Hill medical students traditionally demonstrate a high level of motivation and commitment both to the broad issues of national health care and to the problems that confront local North Carolina communities. A substantial number of students volunteer their time and services to a variety of associations and groups that: 1) increase their awareness of national, state, and local health care issues; 2) cultivate professional beliefs and ethics, health, and well-being; 3) encourage cooperative participation in the educational process and; 4) provide service to the people of North Carolina through various local clinics, nursing homes, and health care facilities.

Aid to Impaired Medical Students (AIMS) Committee. The goals of this committee are to promote effective primary prevention and education to medical students to achieve and maintain optimal physical and mental health; to provide assistance to impaired medical students by early detection and appropriate referral for treatment while protecting confidentiality; and to assure that recovered students are able to pursue their medical education beyond the usual academic requirements without stigma or penalty. Student AIMS counselors are selected from each of the four classes of the medical school and are available to students as needed.

American Medical Association—Medical Student Section (AMA–MSS). Membership in the AMA-MSS chapter of the UNC-Chapel Hill School of Medicine is on a voluntary basis. Once a student joins the AMA she or he becomes a member of the AMA on the county, state, and national level. Students may choose to become active at any or all of the levels. Activities of the UNC-Chapel Hill AMA-MSS are extensive and include educating all students concerning legislation that may affect students and the future practice of medicine. Benefits are numerous, including journals, insurance, newsletters, and local and national meetings. The AMA-MSS members interact with all other student groups, including the American Medical Student Association (AMSA), the Student National Medical Association (SNMA), and the Whitehead Society.

American Medical Student Association. The largest medical student organization in the country, AMSA is run solely by medical students for medical students. AMSA promotes and encourages cooperation with all health care professionals through education, community service, open forum on medical student issues, and generation of ideas intended to foster a holistic environment for physicians-in-training and the community at large. The local chapter of AMSA sponsors discount book sales, a three-on-three basketball tournament, dinners at the local homeless shelter, and flower sales to benefit the March of Dimes. During th 1992-93 school year, the local chapter of AMSA cosponsored the Region V AMSA Conference with Duke University.

American Medical Women's Association (AMWA). The former Women in Medicine Group was reorganized a a medical school chapter of the National American Medic Women's Association, Inc. This group, in concert with the school's Association of Professional Women in Medicine (faculty, administrators, residents), cosponsors talks by national figures and an annual mentoring dinner during which students meet with women faculty from each specialty.

Bullitt History of Medicine Club. Interested students ar faculty meet informally to hear invited speakers discuss important historical figures in medicine.

Carolina Medical Students with Children (CMSC). Th organization brings together people affiliated with the School of Medicine who share the special concerns of me ical students who have children. The organization provid a support system for student parents, represents the interests of medical student parents to the medical school and the community at large, supplies information to medical students who have or are considering having children, an hosts social gatherings. Under the auspices of the Office Student Affairs, this group consists of approximately twe ty-five first- and second-year students who have small chi dren. The group shares concerns about day care, especiall for sick children, and coping with lectures missed becaus of parenting responsibilities and emergency situations involving children.

Class Advocates. Class Advocates is a group of students chosen to provide information and referrals to their peer on personal, academic, and professional issues and to ser as liaisons between students and the Office of Student Affairs. This program involves members of the second-, third-, and fourth-year classes. Second-year students serv as advocates for their own classes and for first-year students.

:hristian Medical Society (CMS). The society is a nation-
organization of medical, dental, and allied health profes-
onals and students who seek to understand all aspects of
edical practice from a Christian perspective. The Carolina
apter of CMS provides fellowship, group study, open dis-
ission, and service. Activities include weekly luncheon
eetings featuring speakers and topics for discussion,
nall-group study sessions, weekend retreats, and patient
sitations. Commitment to the local or national CMS
ganization is not required for participation in any of
ese projects. Activities of the local chapter are open to
y interested medical or allied health student or profes-
nal regardless of race, color, religion, or nationality.

ay/Lesbian Medical Student Meeting. This group pro-
les a social and support network for gay and lesbian med-
l and other health professions students. Issues such as the
nsequence of coming out professionally as well as match-
; with your partner have been addressed. The University's
rolina Gay Association, which is open to all students on
npus, sponsors support groups, programs, socials, a
rary, and publishes the *Lambda* Newsletter.

:RIACTION. GERIACTION is a group of first- and
ond-year students who are interested in learning about
w to care for the elderly in nursing home, hospital, and
me settings. The primary activity of this group, attending
inds each week with a geriatrician as she or he visits a
al nursing home, provides a unique opportunity for pre-
ical students to engage in a Socratic learning experience
re typical of the later clinical years. Past participants
e found that these weekly visits afforded a friendly, low-
ssure environment that fostered the integration of basic
nce concepts with those of clinical medicine. GERIAC-
)N also sponsors workshops and conferences dealing
h the social and cultural issues relevant to the aged and
aging process. This informal group encourages people
ome whenever their schedule allows.

:rnational Health Forum (IHF). This is a student-run
nization whose purpose is to expand awareness and
erstanding of issues and activities related to internation-
ealth. The IHF acknowledges a health-care neighbor-
d that is far more expansive than many specialties and
pecialties of medicine itself. Lunchtime talks by local
lty and student international health care enthusiasts,
plemented by an occasional forum on a given area of
rest take participants from the Himalayas to our own
yards. Topics of discussion have included maternal and
care in the Third World, health care delivery to Native
ricans, and a comparison of current Russian and
rican health issues. Future possibilities are limited only
articipant interest and ideas. The forum is informal
encourages faculty and students alike to participate.

Medical Education Community Orientation (MECO)/Family Medicine Preceptorships. With an increasing interest in primary care and rural practice, this project fills a void that exists in the first three years of medical school. MECO allows a student, after one year of the basic sciences, to observe a family physician for a period of four to eight weeks. Elective credit or stipends are available. The Department of Family Medicine administers and funds the project.

Physicians for Social Responsibility (PSR). PSR has increased the public's awareness of the danger of nuclear weapons and the need to reverse the arms race. PSR is also becoming involved in the environmental issues stemming from radioactive and toxic contamination by weapons manufacturers. A national nonprofit organization of physicians, osteopaths, dentists, and medical students, PSR now has more than 30,000 members and 154 chapters throughout the country.

Rural Health Coalition (Community Health Initiative). School of Medicine students and faculty staff a monthly clinic in the eastern North Carolina community of Bloomer Hill. The clinic, which is jointly coordinated with the local Citizens' Council, offers free primary care, lab services, and health education in the Bloomer Hill Community Center. In addition, the clinic allows community members to gain medical skills and experience and gives them a voice in decisions about their care. Students have the opportunity to apply formal educational training to the actual needs of rural North Carolinians. Members also exchange ideas with students from other medical schools at regional and national conventions. This includes students from UNC-Chapel Hill, Duke University, and East Carolina University, representing medicine, nursing, public health, law, social sciences, and the humanities. The coalition merges these disciplines into programs designed to address the development of rural populations, to promote a broad definition of health, and to familiarize students with rural concerns.

Small Community Medical Education Program (SCMEP). During the summer just prior to matriculation into the medical school, students have the opportunity to spend two weeks observing the work of a rural family practitioner as an introduction to primary care medicine. Upon acceptance to the School of Medicine, interested entering students should communicate directly with SCMEP's staff coordinator, Ms. Viva Pizer, who is located at the Mountain Area Health Education Center (MAHEC) in Asheville, North Carolina (704) 258-0670.

Student Committee on Diversity in Medicine. This group, formed by first- and second-year medical students in the fall of 1991 under the auspices of the Office of Student Affairs, explores and promotes cultural, racial, religious, gender-based, and political diversity among medical students. The group also aims to prepare future health care professionals to understand the culturally diverse community they will serve as physicians.

Student Health Action Committee (SHAC) Clinic. The SHAC Clinic is the oldest student-run free health care clinic in the country. The clinic, which was started in 1968 through the cooperative efforts of community members, health professions students, and faculty, seeks first to provide no-cost basic primary health care, education, and preventive medicine to citizens of Orange County who have difficulty accessing health care services. Second, the clinic aims to provide a practical, interdisciplinary educational experience for students enrolled in the UNC-Chapel Hill schools of Medicine, Dentistry, Nursing, Pharmacy, and Public Health in a unique health care delivery project. First- and second-year medical students have the opportunity to interview patients, do basic laboratory work, and observe physical exams performed by fourth-year medical students, as well as to plan and carry out special projects such as hypertension screening clinics. Medical faculty in the Department of Family Medicine serve as preceptors to the medical students.

Student National Medical Association. SNMA was established in 1964 as an affiliate of the National Medical Association. The UNC-Chapel Hill chapter was founded in 1971. Membership in SNMA is voluntary and does not supplant membership in any other organization. The local chapter is specifically interested in African-American students and issues. The organization and the medical school sponsor the Annual Zollicoffer Lectureship, which recognizes African-American presence in the medical school. In this role, SNMA maintains a close liaison with the Whitehead Society and AMSA. Members of SNMA may also join the society and AMSA, providing a wider opportunity for understanding local and national health problems.

Students Teaching Early Prevention (STEP) on AIDS. STEP on AIDS, an outgrowth of the STEP on Heart Disease program, educates area middle and high school students about AIDS and HIV. The program takes a nonmoralistic approach, teaching factual information about the transmission of HIV and the development of AIDS and rational means of reducing risk. The program is available for presentation to any interested group or organization.

Students Teaching Early Prevention (STEP) on Heart Disease. STEP on Heart Disease is a program run primarily by first- and second-year medical students that educates young people about what they can do now to help maintain their health. The focus of the program is the prevention of atherosclerosis through the management of lifestyle habits such as diet, exercise, control of hypertension, and the use of alcohol, tobacco, and drugs. The members of STEP visit area middle and high schools. STEP provides an excellent opportunity through these interactions for students to use some of the information learned during the first semesters of medical school.

Students Teaching Teens at Risk (STTAR). This program, which is the outgrowth of a student elective, is designed to present a sexual education program specificall targeting male adolescents at Cherokee High School, located in a primarily Native American community on the eastern slopes of the Smokey Mountains of western North Carolina. Topics addressed in the program include teen pregnancy, appropriate sexual choices, and sexually transmitted diseases, with a focus on HIV infection. In addition, the program aims to increase the self-awareness and self-esteem of the students.

The Zollicoffer Lecture. The Lawrence Zollicoffer lectur ship was established in 1981 in commemoration of thirty years of minority presence at the UNC-Chapel Hill Scho of Medicine. Named in honor of Dr. Lawrence Zollicoffe the fourth African-American graduate of the UNC-Chap Hill School of Medicine, the Zollicoffer Committee perpetuates excellence in medicine for minorities. In additio to his excellent academic achievement as a student at the UNC-Chapel Hill School of Medicine, Zollicoffer found the Garwyn Medical Center in Baltimore, Maryland, where he practiced pediatrics for ten years. The Baltimor community recognized Dr. Zollicoffer as a supporter and activist in the struggle for civil and human rights.

Career Interest Groups
Family Medicine Interest Group. The oldest of the career interest groups for students, this organization is an excellent way to gain exposure to and about family medicine. All four classes comprise this group, for which interest is the only prerequisite. There are four meetings a year wit topics and speakers concerning family medicine, as well information about state and national gatherings. The fan ly medicine faculty host the last meeting of the year, discussing family practice residencies across the south and t nation and providing an opportunity for students to me faculty from North Carolina programs.

bstetrics and Gynecology Interest Group. This organization for third-and fourth-year students interested in a career obstetrics and gynecology.*

ediatrics Interest Group. This organization welcomes any edical student interested in finding out more about a reer in pediatrics.*

sychiatry Interest Group. This organization is for any medal student interested in finding out more about a career in sychiatry.*

ampus Cultural Organizations

he following campus cultural organizations also welcome edical student members:

sian Students Association
rab American Association
arolina Indian Circle
iendship Association of Chinese Students and Scholars
orean Student Association
orean American Student Association
NGAM (India)
ciedad Hispaña Carolinesa
NC-Chapel Hill Chinese Student Association
NC-Chapel Hill Japan Club
NC-Chapel Hill Slavic Club

niversity students can also take advantage of the German ouse, La Casa Española, La Maison Française, and varis religious and political organizations.

ote: For a complete, up-to-date listing of all official hool of Medicine and University of North Carolina at apel Hill organizations, contact the Office of Student fairs, CB 7000, 126 MacNider Building, The University North Carolina at Chapel Hill, Chapel Hill, N.C. 599-7000, (919) 962-8333.

esearch and Academic Enrichment

e School of Medicine strongly encourages students to ry out research during their medical education. Students y register for Research 399 when doing research over an ended period and may consider delaying graduation by e or two semesters to devote full time to their research oject. A distinguished group of more than one hundred ulty are available to help students develop and carry out ojects using the facilities of their laboratories. The following are some of the research activities and programs availe for students.

The NIH-Sponsored Student Research Program is directed by Dr. Gregory Strayhorn in the Office of Academic and Student Programs. Short-term funding is provided through NIH short-term training and basic science research grants awarded to the school. An application to the short-term training grants and a partial list of faculty members who work with student researchers can be obtained in the Office of Academic and Student Programs.

The Holderness Fellowship, supervised by Dr. John Sessions of the Department of Medicine, supports student research efforts. The fellowship is designed to encourage students to choose from a broad range of topics and to work with a faculty member on a scholarly project. Approximately ten to twelve students are selected yearly. The student and a preceptor receive financial support. Financial need is not considered. Recipients are eligible to reapply for renewal on an annual basis.

Student Research Day is an annual event involving more than thirty students who formally present their findings in a program organized by the students under the aegis of the John B. Graham Student Research Society and the Whitehead Society. Judges award prizes for the best oral presentation and the best poster presentation in two categories. Award recipients are invited to attend the Galveston Student Research Conference, and receive a stipend to travel to Galveston to present their research. Each year an outstanding scholar is invited to come to Student Research Day to comment on the individual projects and to present a talk to students and faculty.

The John B. Graham Student Research Society recognizes and promotes student research at the UNC-Chapel Hill School of Medicine. By vote of the Whitehead Society and with the approval of the faculty of the School of Medicine, this society was named in honor of John B. Graham, a dedicated member of the Department of Pathology and Laboratory Medicine who has taken a personal interest in student research over the course of his career. Usually a student who is selected to present a paper on Student Research Day is automatically inducted into the society. Otherwise, a student may submit a paper by March 1 for judging by the Faculty Advisory Committee. Students are notified before the end of March whether they have been accepted into the society. Activities include meetings throughout the year to exchange ideas and share experiences. In addition, the society promotes interaction among faculty and students so that students may develop productive programs of research for the summer. The faculty of the School of Medicine sincerely wishes to stimulate investigation on the part of students and thereby promote an interest in research.

Fax (UNC-Chapel Hill medical student research journal). *Fax* was begun in 1985 by students who needed a forum for medical students' original investigations and essays. The journal is written, edited, and published solely by medical students. Original research articles, clinical or basic science reviews, and papers of general medical interest are considered for publication. Medical students are first authors on all articles that appear in *Fax*. The editors of *Fax* change annually and work with Dr. Gregory Strayhorn, the associate dean for Academic and Student Programs, as administrative adviser and with Dr. Arthur Finn, Department of Medicine, as faculty adviser.

The **Student Research Paper Program** encourages students at all levels to engage in research as a significant means of enriching their study of medicine and to submit papers based upon their research for consideration for awards. The research should be conducted under the guidance of a faculty preceptor and may be laboratory or clinical research or an appropriate combination of the two. Investigative work done in collaboration with a preceptor may be reported but the work presented in a student's paper must be the sole work of the student. The student's paper should be submitted prior to a coauthored publication. Joint student authorship of papers is acceptable. Students may select an area of investigation and a preceptor at any time during the student's career as a medical student. The Student Research Paper Committee is ready to assist in the selection of the preceptors. The awards consist of certificates and monetary prizes, including the Deborah Leary Award, the highest award, and others as funds are available. Dr. Arthur Finn of the Department of Medicine and the Student Research Paper Committee administers the program.

The **One-Year Research Fellowship** provides funding which allows a medical student to have a one-year, full-time experience in an area of research. Funding is provided through the School of Medicine. Students may apply through the Office of Academic and Student Programs in early March of each year. A faculty committee reviews students' research proposals, and the successful applicant is notified by April 1.

The Scott Neil Schwirck Fellowship for Medical Student Research was established in memory of Scott Schwirck, who was a member of the UNC School of Medicine Class of 1993. The fellowship provides funding to support the research efforts of two medical students. Interested students should submit their proposals to the Office of Academic and Student Programs in early January. A faculty committee reviews the proposals and selects a recipient for the fellowship, which is presented at the annual Student Research Day banquet.

Medical Alumni Endowment Fund Grants provide funding for academic research, faculty/house-staff development, and enrichment activities for students and house-staff that promote excellence in education, research, and service, as well as enrichment of the alumni relationship. Applications for ongoing operational funds of existing programs or projects are not encouraged. Awards of up to $2,000 each will be available to house-staff and medical students. Awards are announced in late spring, and funding begins on July 1. Information and applications may be obtained from the Medical Alumni Office, School of Medicine, The University of North Carolina at Chapel Hill, CB 7000, 231 MacNider Building, Chapel Hill, N.C. 27599-7000 (919) 962-2118.

Howard Hughes Medical Institute Research Training Fellowships enable selected United States medical students with an interest in fundamental research to spend a year o intensive work in a research laboratory at their medical school or other academic or nonprofit research institution. The program is designed to strengthen and expand the nation's pool of medically trained researchers. It is expecte that association with outstanding scientists in a challengin laboratory environment will reinforce students' newfound interest in research. More information about the program may be obtained from the Office of Academic and Studen Programs, or from the Howard Hughes Medical Institute, Office of Grants and Special Programs, 4000 Jones Bridge Road, Chevy Chase, Md. 20815-6789 (301) 215-8890.

For more information about student research and enrichment programs contact the Office of Academic and Student Programs, CB 7000, 137 MacNider Building, Th University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7000 (919) 966-6403.

The Academic Program*

More than 300 students and faculty participated in the last curriculum review, which ended in the fall of 1995. The Curriculum Review Retreat, held on June 17, 1994 at the Carolina Club, provided a forum for exchanging ideas and building consensus about the major issues that needed to be addressed in the new curriculum. The recommendations resulting from the review process were approved by the Educational Policy Committee and the faculty of the medical school. The new first- and third-year curricula are being implemented during the 1995-96 academic year, while the second- and fourth-year changes are planned for the 1996-97 academic year.

eaching and learning are essentially human activities and nvolve day-to-day interactions between faculty and stuents as they teach and learn from each other. The curricuum provides one environment within which these interacons take place. An overall goal of the curriculum is the ostering of the excitement, enthusiasm, curiosity, and utual respect that characterize these interactions at their est.

ome of the major goals of the new curriculum include:

- Face the challenges of the ever-expanding knowledge base; identify the basic concepts and principles that are most important to learn; target curriculum content that is basic to the study and practice of medicine—traditional and non-traditional disciplines.
- Visualize medical education as part of a continuum, spanning undergraduate preparation to practice; integrate essential basic science content across disciplines and departments, throughout the four-year continuum, using a variety of teaching methods.
- Encourage student responsibility for learning, and promote critical thinking and in-depth scholarly pursuit.
- Provide continuity of experiences with patients, particularly in community settings, beginning in the first year.
- Build institutional support for the role of faculty as teachers, organizers, and managers of the educational process; devise a system of documentation and evaluation of teaching effort.
- Create a balanced curriculum which encourages more students to pursue generalist careers; integrate the population perspective and a sense of responsibility for the health of the public in general; incorporate experiences in all four years that teach students about the concepts of health promotion and disease prevention; involve the AHEC Program in community-based settings and teaching.
- Fully utilize the available learning resources; develop skills and knowledge in information and computer technologies.
- Enhance and encourage diversity.
- Develop multiple methods of student evaluation consistent with the proposed curriculum model.

These recommendations are intended to strengthen the ancient bases of medical education in science, humanism, and practical application modulated to be responsive to the personal, social, and scientific settings of the next several decades. The recommendations include a reaffirmation of our commitment to be educationally supportive of a heterogeneous and representative student body, prominently including members of minority groups. The changes are designed to assure continuing evolution and adaptation of the curriculum in response to changes in society and in health care. The faculty has approved a solid, substantial advance in curriculum design which will help our graduates to be better doctors in the twenty-first century.

The First-Year Curriculum

The first two years of medical school are the only time in the life of a physician devoted primarily to studying the scientific basis of clinical practice, and it is crucial to provide a firm biological framework for the inevitable technological changes that will take place in the future. Within this context, the majority of time in the first two years is spent learning the science of medicine, with emphasis on demonstrating clinical implications and correlations. Medicine is also essentially a humanistic and caring profession, and these attitudes and skills are taught and modeled by faculty throughout the curriculum, beginning in the first year. The variety of social, cultural, ethical, and economic issues, and the humanities and social and behavioral sciences that influence medicine are valued elements in the preclinical education of students at this medical school. The teaching of essential clinical skills begins early in the first year in the new course entitled Medical Practice and the Community (MPAC). The course is being implemented in the fall of 1995, and will continue over the first two years of the curriculum. Students will have the opportunity to practice

e descriptions of the curriculum reflect the changes resulting from the 2-95 curriculum review.

what they learn in the classroom in a local community practice in North Carolina. Basic biomedical and social science material will be integrated with clinical skills to help students understand the concepts of medical science.

Biochemistry. This course offers an introduction to the general principles of biochemistry and metabolic regulation in living organisms. Topics covered include protein structure, enzyme catalysis, acid-base regulation, central pathways of intermediary metabolism, hormonal and neural control systems, expression of genetic information, molecular mechanisms of disease, and nutrition. Lectures and case conferences are solved by student groups.
Dr. Stephen G. Chaney *121 clock hours*

Cell Biology. Designed to provide entering students with an integrated view of the organization, structure, and behavior of cells, the course covers the structure and function of cell membranes, membranous organelles, the nucleus, and the filamentous components of the cytoplasm. The interaction of cells with each other and with the environment is discussed. Laboratory exercises are used to illustrate and elaborate lecture material.
Dr. Keith W. Burridge *21.5 clock hours*

Gross Anatomy I and II. Dissection of the human body, supplemented by lectures and demonstrations, is the focus of the year-long study of anatomy. The fall semester covers all regions except the head and neck, which are covered in the spring semester.
Dr. O. W. Henson Jr. *132 clock hours*

Histology: Structure and Function of Cells and Tissues. The course consists of two hours of lecture and three hours of laboratory per week during the first semester. The course is an introduction to the study of the structure of cells, tissues, and organs at the level of the light microscope and electron microscopes. Emphasis is on structure-function interrelationships. Lectures are devoted to the functional morphology of cells and their organelles, chemical composition of cellular components and products, origin of specific cell types, and a histological and ultrastructural survey of the tissues and organ systems that characterize the human body. Self-instructional exercises and review sessions are also available.
Dr. Michael G. O'Rand *58.5 clock hours*

Immunology. The principles of immunobiology, including the molecular and cellular basis of the immune response and development and regulation, provide the foundation of this course. Basic concepts are related to resistance to infection, allergy, transplantation, autoimmunity, and other diseases associated with immune function. Lectures are divided between didactic sessions and clinical correlations. Laboratory sessions consist of small group discussions about immunological techniques used in clinical diagnosis.
Dr. Jenny P. Ting (appointed July 1995) *44.5 clock hours*
Dr. John H. Schwab (appointment ended June 1995)

Introduction to Pathology. This is a compact nine-sessio course designed to bridge the basic sciences taught in the first year with the clinical sciences taught in the second year. Some of the causes, mechanisms of injury, and features of the major categories of disease are presented in eight concise lectures followed by two-and-a-half-hour small group laboratory sessions.
Dr. J. Charles Jennette *29.5 clock hours*

Medical Embryology. This course provides a concise presentation of the essential facts of human embryology, clarifying the gross anatomical features without omitting recen advances or changing concepts in the basic sciences. In addition to normal developmental processes, a description of congenital malformations and their etiology is also presented.
Dr. Thomas W. Sadler *19 clock hours*

Medical Physiology. During the spring semester of the first year, four to five lectures each week provide consideration of membrane, muscle, cardiovascular, pulmonary, renal, endocrine, and gastrointestinal physiology. In addition, students meet in small groups for two hours of problem-oriented analyses and laboratory exercises each week. Clinical correlations are made throughout the course to emphasize the basic functions and interactions of human organs. Each segment integrates cell and molecular physic ogy to the level of the whole system or organ.
Dr. James E. Faber (appointed July 1995)
Dr. P. Kay Lund *87 clock hours* (appointment ended June 1995)

Medical Practice and the Community. This new two-year course will be implemented for first-year students in the fall of 1995. These students take the second year of tl course beginning in August 1996. MPAC introduces students to clinical reasoning, medical interviewing, physica diagnosis, and disease prevention/health promotion. Students have the opportunity to engage in practical hands-on experiences in order to refine these fundamenta medical skills and perspectives. Topics such as informatic the business of medicine, the doctor-patient relationship, the role of the community in the practice of medicine, domestic violence, substance abuse, nutrition, and geriatrics are covered.

mall group sessions every Wednesday afternoon provide a
rum for students to discuss issues and topics, learn inter-
ewing, physical diagnosis and clinical decision-making
ills, and talk about their experiences in the community.
udents spend three weeks each year working with a local
mmunity practitioner in North Carolina. Evaluations are
sed on formal individual and group presentations, writ-
n work and research assignments, and mastery of clinical
ills.
r. Michael G. Sharp *193 clock hours*

icrobiology. Scheduled for four mornings per week dur-
g the spring semester, lectures and lab exercises emphasize
icrobiological procedures, and small-group discussions
troduce students to the study of infections caused by bac-
ria, fungi parasites, and viruses. Students learn the basic
ncepts of structure, metabolism, growth and reproduc-
n, and genetics of prokaryotes and single-cell eukaryote
stems. Emphasis is placed on the structural, chemical,
d biological nature of infectious agents, host-parasite
teractions, and the nature of resistance to infection, espe-
lly as these relate to prevention, diagnosis, and treatment
infectious diseases. Discussions are case-study oriented.
r. Kenneth F. Bott *106 clock hours*

urobiology. This course offers a functional approach to
e human nervous system in health and disease, emphasiz-
the study of neural systems as a preparation for under-
nding the biological basis of pathological disturbance.
ysiological content includes examination of the cellular
sis of neural function, sensory and motor integration,
d higher order processing. Anatomical content stresses
alization of function by examination of functional
ficits resulting from disruption of major sensory and
tor pathways, cranial nerve nuclei, or vascular integrity.
dents must be enrolled full time through the School of
edicine to take this course.
. Paul B. Farel *67 clock hours*

edicine and Society. Illness and healing take place in a
tural context that embraces the complexity of the
man world, including historical legacy, ethical values,
changing social, economic, and political forces.
rough diverse and multidisciplinary readings and semi-
discussions, lectures, essay writing, group exercises, and
taking of a social-family history, students explore the
ial and cultural factors that influence how illness is per-
ved, diagnosed, and treated. The role and responsibility
atients and physicians in the organization and econom-
of health care are also emphasized. Students are encour-
d to develop critical abilities to approach the readings
to assess the assumptions that shape current medical
ctices and medical education. Most classes are conducted as seminars in which approximately fifteen students are led by a faculty member from the social sciences or humanities or by a clinician. Lectures are given when appropriate.
Dr. Nancy M. P. King *39.5 clock hours*
Dr. Keith A. Wailoo (appointed July 1995 as co-course director)
Dr. Gail E. Henderson (appointment ended July 1995)

Biomedical Sciences Selective Seminars. These seminars foster a better understanding of how science is practiced by allowing students to select topics for in-depth study and by engaging a small group of students and faculty in stimulating discussions. An average seminar size of eight students facilitates discussion and a fair distribution of student effort. Seminars therefore frequently have upper limits of ten to twelve students and may be canceled if fewer than four students apply. Seminars meet for a minimum of six two-hour sessions. Students are expected to spend a considerable amount of time outside of class reading primary sources and preparing to lead the discussion in one of the seminars. A list of the biomedical sciences seminars offered is available at the beginning of each semester. Students may substitute a laboratory research or literature review project for the selective with prior approval by the course directors and their research preceptors.
Dr. J. Charles Jennette *22 clock hours*
Dr. Thomas W. Traut (appointment ended July 1994)

First- and Second-Year Curriculum: Courses-without-Walls

As a result of the three-year curriculum review completed in 1995, three new 'courses-without-walls' were added to the curriculum, beginning in the 1995-96 academic year. Each course (Nutrition, Alcohol and Substance Abuse, Health Promotion and Disease Prevention, and Domestic Violence) contains material from many disciplines and embodies content relevant to all four years of the curriculum. Each topic has content that is essential to a modern curriculum but that is not adequately covered at present. The content will initially be presented throughout the first two years as part of the new Medical Practice and the Community Course, and in concert with other existing basic science courses. Efforts are underway to provide continuity in these special topic areas throughout the four years of medical school.

Substance Abuse Curriculum. This course covers use, abuse, and addiction to alcohol, tobacco, and other drugs. Integrated throughout all four years of medical education, relevant concepts are taught in both preclinical and clinical courses. Content includes: the history and sociocultural aspects of substance abuse in the United States; the epidemiology, physiology, and pharmacology of substance

abuse; models of addiction; physiological, psychological, and social consequences of abuse on the individual, the family, and society; substance abuse prevention; assessment and intervention on patients with the problem; and various aspects of treatment and recovery. Beginning in the fall of 1995 the course will initially focus on the preclinical curriculum; venues and formats for presentation will be extended to include all four years.
Dr. Robert E. Gwyther *clock hours to be determined*
(appointed July 1995)

Health Promotion and Disease Prevention Curriculum. In the first two years students are given a specially developed syllabus devoted to health promotion and disease prevention. This syllabus provides an overview of the area and refers to other courses in which prevention material is discussed. Further modules develop principles of prevention using specific examples. Students participate in prevention activities and work with faculty who have a particular interest in prevention.
Dr. Russell P. Harris *clock hours to be determined*
(appointed July 1995)

Nutrition Curriculum. The Nutrition Curriculum is designed as a four-year course. In the first year, students learn from a mix of interactive computer modules, lectures, and small group problem-solving sessions. Topics include nutritional anemias, parenteral and enteral nutrition, cancer, atherosclerosis, diabetes, pregnancy, growth in childhood, and aging. The computer modules use simulated patients and clinical issues to teach the biochemical basis of nutrition, nutrition epidemiology, clinical nutrition, nutrition assessment, and nutrition-related preventive health care. Faculty expand on this foundation with examples from research and clinical practice. This course is currently taught with the Biochemistry course (*16 clock hours*).

In the second year, students are instructed in the practical application of nutrition assessment and nutrition-related preventive health care that focuses on the major nutrition-related diseases: atherosclerotic heart disease, cancer, stroke, and diabetes mellitus. Students are tested at an OSCE station (*2 clock hours*).

During the fourth year, students will be able to choose a selective in nutritional biochemistry. Using a seminar format, this course is designed to allow students to analyze in depth the biochemical basis of several current controversies in nutrition (*16 clock hours*).
Dr. Steven H. Zeisel, Director *approximately 34 clock hours*
Dr. Rosalind A. Coleman, Co-Director
(appointed July 1995)

Community Health Project

Medical students work in a defined community in which they have direct contact with the community on health-related issues. Students work from a community perspective rather than from the traditional physician perspective. The community perspective is important for physicians of all specialties if they are to understand the needs of their patients, the issues that affect their patients' health, nonclinical strategies for improving health, and the use of health services. Projects can be proposed by students, facul ty, or individuals working in community agencies.

Through active participation, medical students gain an understanding of the cultural, social, and personal experiences that influence an individual's health and the use of community resources; the social, economic and political forces that shape a community and its resources; and the roles and activities of the health and social service personnel and agencies that contribute to the health of people in their communities.

The total time required for the Community Health Project, if taken as a six-credit course, equals a one-month full-time elective, approximately 160 hours. However, this time need not be expended in a single month. Depending on the specific activities of the project, the time may be spread out over several months or even years. The course may also be taken as one or two three-credit electives. Thi allows credit to be given for up to eighty hours of project research, planning, and training.

The Community Health Project could potentially be done during the summer between the first and second years, during free periods of time across the first and second years, during the alternative curriculum in the third year, or perhaps paired with a clerkship, another elective, and/o the Ambulatory Care Selective. It could also be taken like any other elective, as a block in the fourth year.

Regardless of when students elect the Community Health Project, it is credited as a fourth-year elective. If it is taken during the fall or spring of the first or second year, no extra tuition is charged. However, if the course is taken during the summer or during the third year, it is charged as an additional course at that time. Because this amount deducted from the fourth-year tuition bill, no extra tuitio is charged over the four years of medical school.

hile a portion of a student's experience might be spent
utside the community gathering information at a state or
egional level, the major activity entails working in, with,
nd on behalf of the community. The experience is not
med primarily at providing service but rather at using ser-
ce as a means of engaging students in an active role with-
the community so that students can learn about the
ommunity through participation. The projects should be
eful to the community. The student's primary role is not
direct patient care.

udents taking the Community Health Project elective
ork with either a UNC-Chapel Hill medical or nonmed-
al faculty preceptor (such as the School of Public Health,
e Department of Anthropology, or the Department of
ciology) as well as with a preceptor from the community.
oth faculty and community preceptors assist students in
rmulating specific goals and activities to achieve these
als.

small multidisciplinary course committee oversees the
urse. Faculty from any department are invited to develop
ospective offerings building upon their connections with
lefined community and a health problem in their area of
pertise. Medical students as well as individuals working
community agencies are also encouraged to develop pro-
ts to be submitted to the committee for suggestions and
proval. The committee assists students in locating a fac-
y preceptor if one has not already been identified.

fore a project begins, specific goals and activities should
clearly identified along with a time frame for when they
l be accomplished. The faculty and community precep-
s must approve the project prior to initiation. Once an
ering is developed and subscribed to by students, the
ulty member provides close oversight of the students'
perience throughout the project. Additional supervision
lso expected from community-based individuals with
om the students work.

amples of Community Health Projects:

- Participate in a lead poisoning prevention project funded by the National Institute of Environmental Sciences during the summer.
- Work with the Orange County Association of Retarded Citizens to research and recommend a community-based intervention plan for the prevention of developmental disabilities.
- Adopt a class of fifth graders at Horton Middle School in Pittsboro and teach a curriculum related to health education.
- Work with three communities of faith (churches and synagogues) to teach a medical ethics course.
- Become a "case manager" to some of the homeless patients seen at the Greensboro Urban Ministry Clinic.
- Join a delegation to Honduras to investigate ways the Episcopal diocese can improve health care delivery in a small rural clinic.
- Explore the emotional experiences of confronting a terminal prognosis through readings and discussions with the Hospice staff of Greensboro and through serving as a Hospice volunteer.
- Work with the Orange County agency Volunteers for Youth to develop a feasible plan for getting physical examinations for adolescents in low-income neighborhoods so that these young people can try out for school sports.
- Develop an alternative curriculum: one month working with a pulmonologist in Cambridge, England; another month getting elective credit studying some aspect of social medicine; and the last month (the Community Health Project) exploring the resources available to patients who don't qualify for pulmonary transplants.
- Develop an alternative curriculum: one month spent with a family physician in Cherokee (fulfilling the Ambulatory Care Selective requirement) and one month spent on a community health project working with high school students at Cherokee High to increase their awareness of issues such as diabetes, alcohol and drug abuse, or AIDS).

Because a fair amount of planning is needed prior to beginning a Community Health Project, students are encouraged to contact Claire Lorch as soon as possible at 966-2917 if they are considering this elective or just want to hear more details. A folder of approved projects is available in Ms. Lorch's office.

Director: Michael C. Sharp, M.D.
Coordinator: Claire Lorch, M.S.W.
Prerequisites: Enrolled UNC-Chapel Hill students
Min-Max Enrollment: None
Composition: 80 or 160 hours total
Offered: All elective periods
Duration: Variable
Meeting times: To be arranged

Second-Year Curriculum

The 1995-96 year is a transition time for the second-year curriculum. The two-year Medical Practice and the Community (MPAC) course will be implemented for the new first-year students in August 1995, and for the second-year students in August 1996. In preparation for integrating the MPAC course into the second year, the time for the three community weeks was incorporated into the schedule this year. During this year these weeks will be used primarily for Physical Diagnosis and Medical Problems, which will eventually become part of the MPAC course. Teaching is integrated and multidisciplinary within and among courses, with an emphasis on small group teaching and clinical examples. Both content and examinations are coordinated across the major courses. Students spend several afternoons during the year working with patients and faculty preceptors in a practice environment.

Genetics. The principles of human genetics as applied in medicine with emphasis on practical examples that illustrate these principles.
Dr. Kathleen W. Rao (appointed July 1995)
Dr. Arthur S. Aylsworth (appointment ended June 1995)
24.5 clock hours

Introduction to Psychiatry. The course meets one and a half hours per week throughout the year. Lectures, videotaped interviews, and patient demonstrations are used to present the essentials of medical psychiatry. Current concepts of etiology and treatment of the major psychopathologic entities are considered. Sessions devoted to problems of substance abuse, psychosomatic medicine, human sexual behavior, and forensic psychiatry are included.
Dr. Robert Bashford *41.5 clock hours*

Clinical Epidemiology and Preventive Medicine. This course, offered by the Department of Social Medicine, provides students an opportunity to apply epidemiology skills to issues confronting the clinician. Students learn to apply the scientific method to clinical issues and decision making, develop an understanding of the determinants of health and disease, and assess the quality of information obtained from patients and the clinical literature. As they evaluate journal articles, students learn how to interpret and apply population-based evidence to the treatment of the patient. In addition, students develop skills in three areas of preventive medicine—immunization, screening, and health behavior counseling. The course format is predominantly small-group seminars with occasional lectures. The multidisciplinary course faculty consist of thirty professors from the departments of Medicine, Pediatrics, Family Medicine, Radiology, and Social Medicine.
Dr. Laura S. Sadowski *37 clock hours*

Mechanisms of Disease. The course runs concurrently with Pathology and Pharmacology and the three courses are designed to complement each other. The major focus o the Mechanisms of Disease course is pathophysiology—th functional consequences of disease. Students are encouraged to view disease processes in a longitudinal perspective A problem-oriented approach is employed to sharpen skill in deductive reasoning. Although this is not a course in clinical medicine, clinical examples are extensively employed to illustrate physiological principles. Various teaching methods are used, including lectures, small-grou discussions, laboratory exercises, clinical conferences, and independent study. The course is subdivided into nine segments corresponding to the major organ systems of the body. Brief summaries of the contents of each course segment follows.
Dr. Hillel J. Gitelman *250 clock hours total*

Cardiovascular System. This is a systematic study of the cardiovascular system emphasizing the functional mechanisms especially relevant to the practice of medicine. Clinical examples are used extensively to illustrate the effects of disease on cardiovascular physiology.
Dr. Park W. Willis IV *35.5 clock hours*

Endocrine System. The objective of the course is to learn about the physiology, biochemistry, and consequences of functional disturbances of the major endocrine glands in humans. Emphasis is on areas of basic endocrinology esse tial to the practice of medicine. Selected endocrine diseas are considered as examples of endocrine pathophysiology.
Dr. David A. Ontjes (appointed January 1992)
Dr. H. Shelton Earp (appointment ended December 199
34 clock hours

Gastrointestinal System. Gastrointestinal, hepatobiliary, and pancreatic physiology are emphasized as they relate t an understanding of clinical disorders and their functiona consequences. Dr. Kim L. Isaacs *25 clock hours*

Hematology/Oncology. This course provides a broad overview of normal blood cell development and the common diseases affecting the blood and blood-forming organs. An important aspect of the course is direct labora tory experience in the interpretation of blood smears and bone marrow morphology. The course considers biologic principles underlining the types of malignant transformation of tissues and how these relate to various therapeutic approaches.
Dr. Lee R. Berkowitz *33 clock hours*
Dr. Beverly S. Mitchell, Co-Director (appointed July 19

Nervous System. The fundamentals of neurobiology are riefly reviewed and the pathophysiology of the more common disorders of nervous system function are surveyed.
r. Robert S. Greenwood *22 clock hours*

eproductive Biology. The major anatomic, developmenal, physiologic, and behavioral aspects of human reproducion are surveyed, from the individual germ cell to human exuality. Social problems related to women's health are iscussed.
BA: (appointed January 1996)
r. Vern L. Katz (appointment ended December 1995)
5.5 clock hours

espiratory System. This course focuses on the essentials f respiratory pathophysiology and the functional conseuences of the major diseases affecting the respiratory sysem in children and adults from a clinical standpoint.
rs. Linda Paradowski and Robert Aris (Dr. Aris appointed nuary 1994) Dr. Philip A. Bromberg (appointment nded December 1993) *24 clock hours*

kin. This course introduces the student to the structure, nction, and pathology of skin and connective tissue. mphasis is placed on the integration of clinical manifestaons and pathology of specific disease states and reaction atterns involving skin and connective tissue.
r. Robert S. Tomsick *18 clock hours*

rinary System. The objectives of this course are to review e principles of kidney function, to provide an underanding of the factors that determine and control the vole and composition of body fluids, and to discuss the nctional implications of kidney disease. Clinical examples e used extensively to illustrate physiological principles.
r. Hillel J. Gitelman *33 clock hours*

edical Problems. This is a year-long problem-based rning course designed to integrate material from numers sources in the context of patients with realistic clinical oblems. Working on the six teaching cases, with two sesns on each, student groups draw on material from the echanisms of Disease, Pathology, Pharmacology, idemiology, and numerous other courses in the first and cond years. The course also focuses on the reasoning ocess. Interacting with the content of the cases, students velop an approach to problems and patients. At a slower ce, the process is comparable to the reasoning required in e third-year clerkships and generally in medicine. The tire course takes place in small groups with faculty tors. There are occasional class sessions to meet one of the patients or to review the problem-solving process. There is one case-based essay examination and two performance ratings.
Dr. Allen C. Smith
Dr. Arther T. Evans (appointed July 1994)
Dr. Charles M. van der Horst (appointment ended June 1994)
66 clock hours

Musculoskeletal System. The goal of the course is to present the normal development, structure, and function of the musculoskeletal system and its individual tissues: bone, cartilage, muscle, tendon, and ligament. The pathological conditions that alter normal structure and function are introduced and applied to the diagnosis and management of musculoskeletal diseases and disorders.
Dr. Frank C. Wilson *42 clock hours*

Pathology. Pathology runs throughout the year and is integrated as much as possible with the Mechanisms of Disease course. Various teaching methods are used including lectures, small group discussions, laboratory exercises, clinical conferences, and independent study. The course examinations are concept-oriented and composed of multiple choice, short-answer questions and case-oriented practical exercises. A required autopsy exercise is included.
Dr. Howard M. Reisner (appointed January 1994)
Dr. Frederic G. Dalldorf (appointment ended December 1993)
149.5 clock hours

Pharmacology. This course presents the pharmacological basis of therapeutics. Basic principles and facts are illustrated by clinical applications presented in problem-solving sessions for small groups and the whole class.
Dr. Barry Goz *70 clock hours*

Physical Diagnosis. This course builds on the understanding of the doctor-patient relationship and the interviewing skills developed during the first year in the Introduction to Medicine course. Large group meetings are held three times weekly for six weeks for discussion, demonstration, and practice of the physical examination. For the remainder of the year, students are divided into small groups under the direction of the clinical faculty for the study of medical history taking, physical examination, and the oral and written patient presentation. Individual patient assignments on the medical wards are supplemented by small-group sessions devoted to particular parts of the examination. The examination of patients during small-group preceptorships may be done at AHEC locations. At the end of the course an Objective Structured Clinical Examination (OSCE) evaluates the student's mastery of physical diagnosis skills.
Dr. Axalla J. Hoole *65 clock hours*

Humanities and Social Science Selectives. Students are required to complete one eleven-week seminar in the humanities and social sciences during either the fall or spring semester of the second year. Fifteen different seminars are taught by a variety of faculty from the School of Medicine and the College of Arts and Sciences. Each seminar explores a specific topic in social medicine using materials from one or more of the fields of philosophy, ethics, history, literature, law, and the social and policy sciences. The list of offerings is announced during the spring of the preceding academic year and first-year students are required to register then for the seminar they intend to take the following year. Each seminar is limited to no more than twelve students and meets for two hours weekly. Students prepare both written and oral work for presentation and course evaluation.
Dr. Sue E. Estroff *22 clock hours*

Third-Year Curriculum

Students rotate through the clinical services of six major disciplines during their third year—Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry, Surgery, and Family Medicine. In addition to learning the content, skills, and attitudes specific to each clinical specialty, students receive ongoing instruction in the many areas of clinical medicine that cut across disciplines: the social, ethical, legal, and psychological aspects of medical practice; the health care delivery system; and the practice of cost-effective medicine. Basic clinical skills such as history-taking and physical examinations are emphasized, as appropriate, in each clerkship. The AHEC centers play a major role in the third and fourth years and offer experiences in community hospitals and with private practitioners.

In 1990, several major changes were made in the third-year curriculum—a four-week clerkship in Family Medicine was added, the Pediatrics clerkship was extended from six to eight weeks, and ambulatory care experiences were added to the Medicine clerkship. As a result of the most recent review, the Family Medicine Clerkship was extended to six weeks, the Surgery Clerkship was shortened to eight weeks, and two new courses were added—a one-week Life Support Skills Course, and an Advanced Life Support Skills course (optional).

The Transition Course. (The course ended in June 1995; components of the course have been incorporated into the first two years of the curriculum.) This is a required four-day course offered at the beginning of the third year. The course is designed as a bridge between the basic medical sciences and the applied clinical sciences and provides an introduction to the environment, the people, and the skills of the hospital. The course consists of a series of activities and formal sessions, including an introduction to the interpretation of laboratory tests and X-rays. Students use and apply various sources of clinical information, including the medical record, to case problems. Students practice their clinical reasoning skills to develop differential diagnoses through a series of case presentations completed individually and in small groups, with faculty and student preceptors providing guidance and consultation.
Dr. William D. Mattern
Dr. William L. Coleman (appointment ended July 1995)

Surgery (eight weeks). During this clerkship students participate as members of a surgical team. They study patients with a variety of surgical illnesses under the direct supervision of members of the surgical faculty. Students function as clinical clerks on various surgical services. Their work is carefully supervised and evaluated by members of the resident and attending staff. Multiple topics related to general surgery and all of the surgical specialties are covered in the clerkship, which uses inpatient and outpatient facilities at the UNC Hospitals. The clinical experience during the clerkship is complemented by lectures, faculty tutorials, conferences, small group discussions, and patient care rounds. Students are expected to study and analyze the problems presented by their patients using the available resources of the departmental personnel, hospital laboratories, and Health Sciences Library. During the clerkship students are expected to develop cognitive, manipulative, and attitudinal skills as part of their continuing education in medicine in general, and with surgical diseases in particular. At the end of the clerkship students take the surgery NBME subtest.
Dr. Christopher C. Baker (appointed January 1995)
Dr. Robert D. Croom III (appointment ended December 1994)

Medicine (twelve weeks). This course is an introduction
o the lifelong process of learning clinical medicine.
Students hone their skills at history taking, physical exami-
ation, differential diagnosis, and medical management by
ands-on care of patients, daily reading, and conferences.
The clerkship comprises three one-month rotations—one
n an inpatient service at UNC Hospitals, one at an
AHEC hospital, and one doing outpatient primary care
nternal medicine, usually in a community setting. Case
resentations to attending and resident physicians are a
outine part of the student's experience. On completion of
he clerkship, students can expect to have evaluated and
elped direct the care of patients with a broad range of
cute and chronic illnesses. Student write-ups of patients'
istories and physical examinations, differential diagnoses,
nd management plans are reviewed by residents and
ttending physicians.

tudents are an integral part of the patient care team. They
ttend a variety of patient care and teaching activities,
ncluding morning work, grand, and X-ray rounds, and
egularly scheduled seminars, in addition to clinical-patho-
gical conferences. Students are expected to read widely on
he entire range of medical topics and in more depth on
e problems of patients under their care. At the end of the
lerkship students take a medicine test developed by the
ational Board of Medical Examiners (NBME). Grades are
ased on evaluations of clinical skills, problem-solving
kills, and general medical knowledge.
r. Arthur T. Evans (appointed July 1993)

amily Medicine (six weeks). The goal of this clerkship is
help the student develop the knowledge, clinical skills,
nd problem-solving abilities needed for treating common
edical conditions in primary care settings. Students work
ith patients of all ages and see a wide spectrum of chronic
d acute conditions. The weekly format for the month
nsists of four days of clinical work in the private office of
family physician in the community and one day of clini-
l seminars conducted by departmental faculty. One stu-
ent is assigned to a practice to allow maximum teaching
etween the attending physician and the student. Students
ay elect to take the clerkship in a practice around Chapel
ill or at one of the following AHEC campuses in
sheville, Charlotte, Greensboro, Fayetteville, Rocky
ount, or Wilmington.
r. Gregory Strayhorn, Interim Director (appointed
ugust 1995)
r. Donald O. Kollisch (appointment ended August 1995)

Pediatrics (eight weeks). This clerkship consists of four weeks on the inpatient ward, one week in the term nursery, two weeks in various hospital ambulatory clinics, and one week in a community pediatric practice. Patients range in age from newborn through adolescence. A variety of pediatric problems are encountered in these settings, including common and not-so-common acute and chronic medical problems and psychosocial-environmental and developmental behavioral problems. In addition, opportunities exist for exploring those aspects of preventive medicine that relate directly to pediatrics. The purpose of the clerkship is to provide students with the chance to increase their knowledge and clinical skills in pediatric medicine. Upon completion of the clerkship students should be able to organize and work through pediatric problems in a logical manner. In addition to patient care responsibilities, learning experiences include teaching rounds with house officers and attending physicians, departmental teaching conferences, a seminar series on important pediatric topics, and independent learning through reading and study.
Dr. William L. Coleman

Obstetrics and Gynecology (six weeks). Students participate actively in the prenatal, intrapartum, and postpartum care of normal and abnormal pregnancies. Students learn the diagnosis and treatment of minor and major gynecological and gynecologic oncology problems in the outpatient department and on the hospital wards. Students learn the basis of preventive medicine for women and the primary care of women of different ages. The clerkship may be completed in an affiliated community hospital.
Dr. Nancy C. Chescher (appointed January 1996)
Dr. Vern L. Katz (appointment ended December 1995)

Psychiatry (six weeks). Students receive clerkship training in one of the teaching sites of the Department of Psychiatry: the UNC Hospitals, Charlotte Center for Mental Health, Dorothea Dix Hospital, or John Umstead Hospital. Instruction includes extensive, closely supervised work with patients. All sites offer seminars, case conferences, and supervised reading. Each site maintains a student study center with reference materials, videotaping, and playback facilities, and instructional materials such as videotape programs.

The curriculum is integrated with the content of the second-year course in psychiatry and the curriculum objectives are given to all students for use in planning, organizing, and guiding their study of psychiatry. The curriculum is organized to equip the student with knowledge, skills, and attitudes useful in all fields of medicine from this specialized area of medicine. Content includes interviewing skills, constructive use of the physician-patient relationship, and incorporation of biological, psychological, and social factors into patient assessment and treatment.
Dr. B. Anthony Lindsey

Life Support Skills I (1 week). Based on an extended Advanced Cardiac Life Support curriculum, this course covers recognition, diagnosis, and therapy for life-threatening events. Arrhythmia recognition, airway management, cardioversion and defibrillation, intravenous access, and monitoring for transport are basic concepts relevant to both generalists and specialists. Completion of the curriculum leads to eligibility for ACLS certification by the American Heart Association.
Dr. Robert D. Valley, Director
Mr. Charles Murphy, Co-Director
(appointed July 1995)

Advanced Life Support Skills II (1 week). Extending the Life Support Skills I curriculum, this optional course offers more extensive experience in monitoring, both invasive and non-invasive, advanced diagnosis and therapy, and crisis management. The learning sequence involves didactic teaching and patient interaction under supervised controlled circumstances, with extensive use of instructor-driven simulations. In the latter situations, the team approach to crisis management and the rationale for quick action using pre-compiled responses are stressed.
Dr. Eugene B. Freid, Director
(appointed July 1995)

Fourth-Year Curriculum

The purpose of the fourth-year program is to offer a flexible educational experience that can be tailored to the career goals and intellectual interests of each student. Students develop problem-solving skills and apply them to clinical situations. Through varied clinical activities, in-depth study, and investigation, students enrich their scientific and clinical education.

During the 1995-96 academic year, students will be required to complete an Acting Internship Selective, an Ambulatory Care Selective, and four electives during their fourth year. The Ambulatory Care Selective emphasizes primary responsibility for patient care and community-based medicine at one of forty sites in North Carolina. In the Acting Internship Selective students have primary responsibility for patient care in an AHEC-based hospital. Each course is usually four weeks in length, and students have ten elective periods to complete the requirements, engage in residency planning, and explore other areas of scholarly and professional interest. The required fourth-year selectives and the elective courses approved by the respective departments and the Committee on Elective Programs are described in the annual *Electives Program* brochure, published by the Office of Student Affairs. Beginning in 1996 students will also be required to complete a Surgery/Critical Care Selective and a Neurosciences Selective, in addition to the Acting Internship, Ambulator Care Selective, and three electives. Students with special interests may design individual projects in conjunction with faculty sponsors. A full-time elective has the credit value of six hours and courses meeting the equivalent may be substituted with the approval of the career goal adviser.

Approved electives may include educational programs in other schools of the University, in other universities, in other clinical settings in the state, and in foreign countrie Many students take one or more research or nonclinical electives before the fourth year. Graduation from the School of Medicine with the degree of Doctor of Medicin is dependent upon the completion of the prescribed required and elective curriculum in a manner satisfactory to the Student Promotions Committee, acting for the faculty.

During the third year, students choose a career goal advis who offers guidance in choosing and designing a fourth-year program. This individualized program should provid broad exposure and emphasize opportunities that enrich and supplement students' backgrounds before residency training in a specialty. All courses taken for elective credit must be approved by students' Career Goal Advisers prior to the beginning of the elective; there are no provisions fo retroactive elective credit.

Course selection and registration are coordinated through the assistant registrar of the School of Medicine under th supervision of the Committee on Elective Programs. The assistant registrar is located in the Office of Student Affai Room 121, MacNider Building. Students scheduling courses should make arrangements through the Office of the Assistant Registrar and must comply with regulations outlined in this section.

The University of North Carolina at Chapel Hill awards degrees in August, December, and May. The School of Medicine has a formal hooding ceremony at the May co mencement. In order to be considered by the Student Promotions Committee for graduation, the minimum ele

ive requirements must have been completed by the end of
he elective period immediately preceding the degree date.
tudents who wish to postpone graduation to take addi-
ional elective courses are referred to the school policy on
lelay of graduation.

valuation

tudent performance must be evaluated by the responsible
receptor(s) at the conclusion of the course. The evaluation
a part of a student's permanent academic record and is
vailable for review by students. Faculty with legitimate
ducational reasons may also review students' records.
here is a policy for appeal of an evaluation should the
eed arise. An evaluation of Incomplete on an elective con-
erts to Fail at the end of one year.

ach course must be evaluated by students. Copies of the
ourse evaluations without students' names are forwarded
nnually to the departments. Copies also are maintained
n file by the assistant registrar in the Office of Student
ffairs for use by students who are choosing courses.
eports of total enrollment in each elective from year to
ear are included in the Electives Program Book.

iability Insurance

ledical students enrolled at the University of North
arolina at Chapel Hill are protected by liability insurance,
ovided that the insurer is notified of scheduled course
ork at least one month prior to the beginning of the
urse. Students should be aware that late schedule changes
ay jeopardize coverage. In addition, students taking elec-
ves at other institutions usually must verify liability cover-
e to the host institution. The University of North
arolina policy covers students working at other institu-
ns only if the course is for credit and the insurance carri-
receives prior notification as stated above.

culty Approvals

ourses for credit must be approved by the appropriate
visers and documented on forms provided by the Office
the Assistant Registrar prior to commencement of the
urses and by published deadlines. Specific instructions
given on subsequent pages in this section.

hen a first-, second-, or third-year student wishes to take
elective, he or she must have the approval of his or her
ss adviser, the designated career goal advisers, and some-
nes the course director. Students who earn elective credits
ring the preclinical years should be aware that their pro-
um is subject to review by the Electives Program
mmittee for content as it relates to the student's stated
eer goal. The Student Promotions Committee reviews the entire program as it relates to quality of performance. If either group judges the program to be deficient, studies beyond the minimum six courses may be required for graduation.

When planning the fourth year, students should select a career goal adviser who represents their career goal from the list concluding this chapter. Students' total elective programs for the fourth year must be approved by this career goal adviser. Individual schedules are put in each student's mailbox and mailed to advisers when preliminary scheduling is completed. Students who want changes in the schedule (required selectives cannot be changed or dropped) may make them during drop-add period or, in the case of electives at other schools, as early as possible. Enrollment in noncredit seminars is informal and requires only the approval of the course director.

Student Priority

Fourth-year students are given priority for courses in preliminary scheduling and in the first part of each drop-add period.

Schedule Changes and MD 1, 2, 3 Scheduling

Established drop-add deadline periods are published in *The Electives Program* book. Students other than fourth year may sign up for full-time courses during the last week of each drop-add period for courses in the upcoming semester. Students must handle scheduling requirements within the designated drop-add period. This assures proper registration, billing, financial aid, evaluation and credit, housing arrangements, and insurance coverage.

Students must obtain the necessary signatures of approval, secure any other documentation necessary, and submit those to the assistant registrar by the deadline. Students are enrolled in courses and course directors notified only after all documentation has been filed with the assistant registrar. Students cannot drop or add an elective once the elective has started.

Attendance

Students must meet the attendance requirements of a course. Minor absences of a day or two from an elective must be approved in advance by the course director. Otherwise, dates of scheduled courses may not be altered.

Electives outside the UNC-Chapel Hill School of Medicine

Students may arrange to take electives in the UNC-Duke-Bowman Gray-East Carolina Students Exchange Program, in other schools of this University, in other universities, and in appropriate nonuniversity environments. Catalogs from a number of other medical schools are available in Room 333 MacNider for review. At least four of students' required six courses must be taken within the UNC-Chapel Hill School of Medicine's program; two of these are the AHEC and Ambulatory Care selectives. The UNC-Chapel Hill elective periods may not be altered to facilitate scheduling electives at other institutions.

Students have the responsibility of assuring that all appropriate documentation and evaluation is received. It is also the student's responsibility to notify the financial aid officer of any approved electives taken outside the University of North Carolina system if he or she is receiving financial aid. Students must enroll at the UNC-Chapel Hill School of Medicine and pay tuition and fees for such courses here. Most medical schools have a reciprocal arrangement so that students are charged tuition and fees only at the home institution. Students taking electives away from the University are covered by The University of North Carolina liability insurance if the course is taken for credit and if the insurance carrier is notified one month prior to the starting date of the away elective. Most schools require that visiting students have liability insurance coverage. Students have the responsibility for making their own housing arrangements while participating in an elective outside the UNC system.

Registration

Registration, which is different from scheduling courses, is required for courses for which students receive credit for the M.D. degree. Scheduling for the fourth year begins in the spring of the third year; registration must be done summer, fall, and spring of the fourth year. Students must register for each period in which one or more courses has been scheduled and this registration must be done by the deadlines posted in room 333 MacNider and outside room 121 MacNider. Students who will be out of town at the time of registration should notify the assistant registrar. Fourth-year students are not required to register for a session if they have not scheduled courses. However, students planning such an electives schedule should review University requirements outlined in "Educational Policies of the School of Medicine: Leave of Absence." Students taking a leave for research may register for zero hours credit in order to maintain student status.

Tuition and Fees

Tuition in the third and fourth years is prorated. Fourth-year tuition is charged for the required six courses. The unit rate for each elective is determined by that portion of annual tuition represented by the course. In addition to tuition, full-semester fees are charged during the fall and spring and are prorated in the summer. First- and second-year students taking electives concurrent with their curriculum for medical school credit only are not charged additional tuition.

The University cashier announces the unit rates and due dates for payment. This information is posted in 333 MacNider and outside room 121 MacNider. The University cashier sends a tuition and fees bill to students' home addresses. The bill has a deadline for payment printed on it. If the cashier does not receive payment or a tuition and fees deferment form (for students who have not received financial aid checks), all the courses for that semester will be canceled. North Carolina law and University policy prohibit registration in a subsequent semester by any student with an outstanding account.

If a student's registration is canceled, he or she is not permitted to continue in any clerkships or electives for that semester and is placed on an administrative leave of absence. An administrative leave of absence is a mandatory leave for one semester or until the student follows registration procedures. When the student has met all the requirements for registration for the next semester, he or she must appear before the Student Promotions Committee before being allowed to return to the School of Medicine. Also, if registration is canceled, a student loses priority for courses. Please keep addresses and phone numbers up to date. The University cashier sends tuition and fee bills to the home address that is given to the Medical School Student Affairs office. Being scheduled out of town on a rotation does not excuse students from paying tuition and fees on time. Address changes may be made in room 121 MacNider Building.

Financial Aid

Students taking a full academic load during a semester—as defined in the school's educational policies—are considered full-time students and are eligible to receive financial aid. Any students enrolled for fewer hours are awarded financia aid based upon actual enrollment. Please note that a student's interest subsidy on a Stafford loan depends on his or her continued enrollment.

areer Goal Advisers by Career Goal

reer Goal	Advisers	Phone Number
esthesiology	Levin, Kenneth J	966-5136
rmatology	Briggaman, Robert A.	966-4506
ergency Medicine	Barton, Christopher	966-5643
ergency Medicine	Ma, O. John	966-5643
ergency Medicine	Manning, James E.	966-5643
ergency Medicine	McCoy, Marshall	966-6440
ergency Medicine	Mears, Gregory	966-6440
ergency Medicine	Morris, Dexter	966-5643
ergency Medicine	Smith, James	966-5643
ergency Medicine	Tintinalli, Judith	966-5643
T	Carrasco, Vincent	966-3341
T	Drake, Amelia	966-3341
T	Jones, Kim	966-3341
T	Pillsbury III, Harold C.	966-3341
T	Shockley, William	966-3341
T	Weisslar, Mark	966-3341
ily Medicine	Goldstein, Adam	966-3711
ily Medicine	Gwyther, Robert	966-3711
ily Medicine	Mintzer, Melanie	966-3711
).-M.P.H. Program	Madison, Donald	962-1136
).-Ph.D. Program	Eisenberg, Robert	966-4191
licine	Berkowitz, Lee	966-1042
licine	Blythe, William B.	966-2561
licine	Bryan, James A.	966-2268
licine	Colindres, Romulo E.	966-2561
licine	Donohue, James F.	966-2532
licine	Drossman, Douglas	966-2511
licine	Orringer, Eugene P.	966-2467
l/Peds Combined	Lannon, Carole M.	966-2504
rology	Mann, J. Douglas	966-2526
rology/Peds	Greenwood, Robert S.	966-2528
rosurgery	Gudeman, Steven K.	966-1374
tetrics	Bowes, Watson A.	966-1601
tetrics	Katz, Vern L.	966-1601
thalmology	Eifrig, David E.	966-5296
thalmology	Grimson, Baird S.	966-5296
thalmology	Kylstra, Jan A.	966-5296
opaedic Surgery	Wilson, Frank C.	966-3359
ology	Jennette, Charles	966-2421
atrics	Coleman, William	966-5171
atrics	Fernald, Gerald W.	966-2085
atrics	Maness-Meehan, Kathleen	966-5063
cal Med. & Rehab.	Lee, Michael Y.	966-5929
entive Medicine	Leininger, Linda S.	966-4065
entive Medicine	Runyan, Desmond	962-1136
iatry	Lindsey, Tony	966-5760
ology	Merten, David	966-3084
ation Oncology	Rosenman, Julian G.	966-1101
ation Oncology	Varia, Mahesh	966-7700
ery	Baker, Christopher C.	966-4389
ery	Cance, William G.	966-5221
ery	Criado, Enrique	966-3391
ery	Davis, Jefferson U.	966-4446
ry	Fakhry, Samir M.	962-7555
ry	Koruda, Mark J.	966-3391
ry	Lawrence, W. Thomas	966-4446
ry	Mesrobian, Hrair-George	966-2571
ry	Meyer, Anthony	966-4321
cided	Hargett, Frank	966-3711
cided	Sessions, John Jr.	966-2511
cided	Strayhorn, Gregory	966-2091
cided	Tintinalli, Judith	966-5643
gy	Carson, Culley C.	966-2571
gy	Fried, Floyd A.	966-2571

Acting Internship Selectives

Course directed by the AHEC Selective Liaison Committee, John A. Payne, Interim Director

Medicine
Thomas Nuzum, M.D.

Obstetrics-Gynecology
Leslie Walton, M.D.

Pediatrics
Ernest Kraybill, M.D.

Surgery
Colin Thomas, M.D.

Family Medicine
Kenneth Reeb, M.D.

The Acting Internship Selective provides students an "off-campus" opportunity to be involved in direct and continuing care of patients in a community. The selective must be taken in one of the UNC School of Medicine programs in AHEC hospitals. The objectives of the selective are:

1. To provide an opportunity for direct and continuing patient care responsibilities beyond the level experienced as third-year students. Every effort is made to have students function, within the limits of their abilities, as integral members of the health care team.

2. To provide an opportunity for students to become familiar with a community hospital, its role as a health resource to a region, its relationship to the physicians in a community, and the manner in which physicians utilize this resource.

3. To provide an opportunity to become familiar with the variety of patient types served by a community hospital.

4. To provide an opportunity to improve clinical skills.

5. To provide an opportunity for a transitional experience between medical student and house officer responsibilities.

The Medicine and Pediatric teaching services at AHEC hospitals are being modified to give students more clinical responsibility in this selective. Acting interns will be essential members of the ward teams, although a student's patient load can be adjusted according to aptitude. These acting internships must be filled on virtually all rotations to maintain the inpatient teaching services. In addition, Family Medicine now has several rotations that give students substantial in-hospital experience. These rotations will be filled each year. Since the Ob-Gyn and Surgery services currently do not depend on acting intern coverage, the number of students fulfilling the AHEC selective requirement by Ob-Gyn and Surgery acting internships will be limited. Students with special reasons for choosing these rotations to meet the requirement should so indicate on their AHEC selective request form. The courses listed below are also available as electives, so that students may take several AHEC acting internships.

Course Listing

For a complete description of each Acting Internship selective please refer to *The Elective Program* book published annually by the Office of Student Affairs, School of Medicine, University of North Carolina at Chapel Hill, C 7000 Room 121 MacNider Building, Chapel Hill, N.C. 27599-7000.

Unless otherwise noted, all courses have a credit value of hours.

AHEC 401. Acting Internship in Medicine/Moses H. Cone Memorial Hospital/Greensboro (Dr. Lane and others)

AHEC 402. Acting Internship in Medicine/Carolinas Medical Center/Charlotte (Dr. McCall and others)

AHEC 403. Acting Internship in Medicine/Wake Medical Center/Raleigh (medicine faculty)

AHEC 404. Combined Acting Internship in Medicine/New Hanover Regional Medical Center/Wilmington (Dr. Gonzalez)

AHEC 405. Acting Internship in Medicine/Heritage Hospital an Tarboro Clinic/Tarboro (Drs. Keith Alligood and Duncan Fagundas)

AHEC 406. Acting Internship in Medicine/Nash General Hospital/Rocky Mount (Dr. Linda Hawes)

AHEC 412. Acting Internship in Obstetrics and Gynecology/Carolinas Medical Center/Charlotte (Dr. Ronald Wa and staff)

AHEC 414. Acting Internship in Obstetrics and Gynecology/Ne Hanover Regional Medical Center/Wilmington (Dr. Brent Wrigh and staff)

AHEC 421. Acting Internship in Pediatrics/Moses H. Cone Memorial Hospital/Greensboro (Drs. Myron Johnson, Kaye Gabl Ola Akintemi, and others)

AHEC 422. Acting Internship in General Pediatrics/Carolinas Medical Center/Charlotte (Drs. Rhodes, Rogers, Rupar, Caudle, Spence, Parke, Gray, Backeljauw, Norman, and Parmley)

AHEC 423. Acting Internship in Pediatrics/Wake Medical Center/Raleigh (Drs. Ingram, Vaughan, Thullen, Dunn, Young, Cinoman, and others)

AHEC 432. Acting Internship in Surgery/Carolinas Medical Center/Charlotte (Dr. Walker and staff)

AHEC 433. Acting Internship in Surgery/Wake Medical Center/Raleigh (Drs. Oller and Sullivan)

AHEC 434. Acting Internship in Surgery/New Hanover Regional Medical Center/Wilmington (Drs. Maxwell, Clancy, Kotwall, and attendings)

AHEC 436. Acting Internship in Inpatient Family Medicine/Moses H. Cone Hospital/Greensboro (family medicine faculty)

AHEC 438. Acting Internship in Inpatient Family Medicine/Asheville Mission Memorial Hospital/Asheville (family medicine faculty)

AHEC 440. Acting Internship in Family Medicine/Carolinas Medical Center/Charlotte (family medicine faculty)

AHEC 442. Acting Internship in Family Medicine/Halifax Memorial Hospital and Roanoke Amaranth Community Health Group/Roanoke Rapids and Jackson (Drs. Jane McCaleb and Ricky Watson)

Ambulatory Care Selective

Dr. Michael G. Sharp, Course Director

Goals. The selective exposes students to broad principles pertaining to priority health care issues which can contribute to the education regardless of the medical specialty they eventually pursue. The selective occurs in sites which primarily provide ambulatory services to patients, mostly with a primary care focus. There are three principal goals:

1. To improve clinical skills under the supervision of an experienced preceptor. Students spend approximately fifty percent of their time in clinical activity, with emphasis placed on common acute and chronic diseases, and communication and health education skills.

2. To explore community resources. Approximately thirty percent of students' time is devoted to:

- becoming more knowledgeable about resources needed to assist in the care of families
- becoming more knowledgeable about referring patients to community resources
- understanding health issues from the perspective of the family and community
- preparing students to take a role in leading communities to solve problems
- helping clinics provide more comprehensive and coordinated care to the families they serve

. To increase students' understanding of the role of non-atient care activities in caring for patients by preparing a roject (twenty percent of their time) useful to the clinic. rojects may be health education materials, chart flow heets, office management or patient flow studies, chart views, continuing education materials, a community eeds assessment, or others.

Housing and Travel. Students whose sites are beyond commuting distance from Chapel Hill will have housing and travel (one round trip to the site) supported by the AHEC system. Commuting students will receive some financial help with travel expenses (covering two round trips to the practice from Chapel Hill per week).

Evaluation. Students will be evaluated by review of clinical skills by the preceptor, review of the project by the department coordinator, and review of the community agencies visited. Forms will be provided to facilitate the process.

Site Selection. The course is organized by department. Students will be asked for a list of their preferred departments and sites. When considering sites for the ACS, students may want to think about several issues. If they are trying to make decisions about residency programs they should consider taking the Ambulatory Care Selective earlier rather than later. Students who are undecided might, for example, do their selective at a site with more than one specialty practice. Other custom selectives can be arranged through the Office of Community Medical Education (966-2917). Students should think about choosing a site that will expose them to a different environment and to health issues that are not present in the UNC-Chapel Hill setting. Students have particularly enjoyed working at sites located in smaller communities. These practices have not been over-utilized by the University as training sites, so they are particularly enthusiastic about working with students. They offer a clear picture of what practice is like in the "real world." They may also offer a more heterogeneous population and a better opportunity to get to know the community.

Community Outreach. Community Outreach activities can include visits to community agencies, alternate care facilities (nursing homes, jails, health departments, etc.), homes, and work places. Students are provided materials to organize their observations and inquiries, and are encouraged to review their experiences with the preceptor.

Project. Students will be required to do a project, and prepare a written summary. The project should relate in some way to the practice site.

Instructional Approaches. All departments conduct an orientation to introduce the students to the nature of the practices they are joining, and present the goals and objectives of the course. Students conduct clinical work, community outreach, and a clinically relevant project, as outlined above. Students will meet at the end of the course for a required wrap-up session.

Department of Family Medicine Selectives

To be announced, Department Coordinator

Students selecting Family Medicine sites will receive a well rounded, broad-based experience. This is because they are working with children, younger and older adults of both sexes, different socioeconomic groups, and at most sites, pregnant women. They will see acute and chronic conditions.

There are two categories of sites. The first category of practices are *community health clinics and health departments* in rural and urban settings. These practices are publicly supported institutions dedicated to caring for the underserved. Physicians in these settings want to show students that high-quality medical care and a rewarding practice are available in public sector medicine. The department strongly urges students to consider taking the selective in one of these sites.

The second are the *offices of private practice physicians* in solo, partnership, or small group practice. Preceptors in these practices are committed to showing students the role of the community physician who is responsive to the needs of the individual patient, and who is also aware of the family and social environment of that patient.

In all sites, the selective has three required components: 1) *Patient care*—for five half-days each week, students see a variety of patients, treating acute problems, chronic diseases, providing health maintenance, and in some cases, prenatal care. In some sites, they follow patients into the hospital. 2) *Community outreach*—Two to three half-days will be spent in the field, visiting community agencies, institutions, and leaders. The exact mix will vary by practice and students' interests, but all sites offer options such as nursing-home work, home visits, visiting nurse programs, home physical therapy, school-based programs, outreach clinics, work sites, and senior citizen programs. 3) *Project*—Two to three half-days are devoted to project-related activities. The subject for the project will be negotiated between the student and the preceptor. The project must have some utility to the practice or to a community agency you have visited. Examples include a literature review and presentation on a clinical topic to the physician and staff; designing a new patient education pamphlet for the practice; designing a clinical database for a public clinic; or clinical research (i.e., comparing prescribed antihypertensives to what the preceptor thinks she or he is prescribing). The project topic should be determined by the beginning of the second week of the rotation to allow ample time for completion.

The preceptor will evaluate patient management skills, community outreach participation, and project.

With few exceptions, the selective will be coordinated via the Family Practice Department of the AHEC in which the site is located. Some of those AHECs may also organize didactic sessions or provide help for students and preceptors in planning, designing, and implementing the project.

During the week prior to the start of your Selective there a one-and-a-half-hour orientation at the Chapel Hill Family Practice Center, scheduled to best match the need of the group of students taking the course that month.

Course Listing

For a complete description of each Ambulatory Care Selective please refer to *The Elective Program* book published annually by the Office of Student Affairs, School o Medicine, University of North Carolina at Chapel Hill, CB 7000 Room 121 MacNider Building, Chapel Hill, N.C. 27599-7000.

Unless otherwise noted, all courses have a credit value of six hours.

ACSM 401-1. Rural Care in Northeast North Carolina/Roanoke Amaranth Community Health Center/Jackson (Drs. Jane McCal Dwight Williams and Ricky Watson)

ACSM 401-2. Caswell Family Medical Center/Yanceyville (Drs. Bret Williams, Todd Shapley-Quinn, Mark O'Brien and Frederic Moore)

ACSM 401-3. Wake Community Health Center/Tarboro Road Family Medicine and Apex Family Medicine/Raleigh and Apex (Drs. Jim Hartye and West Lawson)

ACSM 401-4. The Role of the Health Department in Providing Medical Care/Orange County Health Department/Carrboro and Hillsborough (Drs. Margaret Helton, Marcia Angle, and Adam Goldstein)

ACSM 401-5. Rural Community Health Center/Orange-Chatha Comprehensive Health Services/Haywood-Moncure Rural Community Health Center/Moncure (Drs. David Tempest, Barbara Rowland, Jane Hollingsworth, and Jean Dowdy, F.N.P.)

ACSM 401-6. Rural Community Health Center/Orange-Chatha Comprehensive Health Services/Prospect Hill Rural Community Health Center/Prospect Hill (Drs. William Selvidge, Ariana Pancaldo, and Deborah Norton)

ACSM 401-7. Primary Care in the Inner City/Neighborhood Health Center/Charlotte (Drs. Melvin Pinn Jr., Jessica Schorr-Sa Sorayi Toois, and Cathy Pate)

ACSM 401-8. Care of Native American Populations/Robeson Family Practice/Red Springs (Drs. Kenneth Locklear and Herma Chavis)

ACSM 401-9. Primary Care in a Solo Practice/Robbins Professional Center/Robbins (Dr. William Bell)

ACSM 401-10. Primary Care in Rural Western North Carolina/various sites in Arden (Drs. Wade Grainger and Osvaldo J. Lumpuy), Asheville (Drs. Alan Baumgarten, Bruce Elliston, Paul Johnson, Jim McMillan, and Jeff Tait), Brevard (Drs. John Canon, Thomas Lindsay, and James Sanders), Burnsville (Drs. Woody McKay and Dorothy Bobbe), Canton/Midway (Drs. Kelly Braswell, Jane Brummer, Brian Caffrey, George Freeman, Nancy Freeman, Ernest Goodwin, and Ned Lesesne), Cashiers (Drs. Mark Heffington or David Wheeler), Franklin (Drs. Ben Battle and Garland King), Hayesville (Drs. Burton Banks, Teresa Heavner, and Daniel Stroup), Hendersonville (Dr. Carol Kaufman), Highlands Drs. John Baumrucker or Patti Wheeler), Marion (Drs. Thomas Atkinson, Pam Bartels, George Cunningham, William Fowler, and Melanie Orange), Morganton (Drs. Ed Plyler, Keith Smith, and Shelly Cannon), Spruce Pine (Drs. Steve Hill and Sue Snider), Sylva (Drs. Roy Gallinger, Margaret Pressley, and Will Nash), Waynesville (Drs. Stephen Durch, Michael Pass, Don Teater, Judy Stringfield, and John Stringfield), and Weaverville (Drs. Keith Campbell, Robert Cook, Fracesca Capraro, and Rabi Kutob).

ACSM 401-12. Rural Medicine in Pembroke, Maxton, Fairmont/Robeson Health Care Corporation/Pembroke (Dr. Dennis O. Stuart)

ACSM 401-14. Rural Medicine in Columbia/Columbia Medical Center/Columbia (Dr. Elizabeth York and Irene Cavall, F.N.P.)

ACSM 401-15. Black River Health Services/Black River Health Center and Black River Family Practice/Burgaw (Drs. Daniel F. Linicola, Kathleen A. Riley, and G. Bruce Williams, F.N.P., Susan M. Pietrangelo, F.N.P.) (also listed as ACSM 404-18)

ACSM 401-16. Caring for Migrant and Seasonal Farm Workers/Tri-County Community Health Center/Newton Grove Drs. Diane Hudson and Jon Warkentin)

Department of Medicine Selectives

Dr. Laura S. Sadowski, Department Coordinator

Medicine offers ambulatory care selectives with various emphases including primary care private practice, urban clinics, multi-specialty groups, and geriatrics. Where possible, the selective will be tailored to individual interests; students who have been matched to a selective may plan ahead with that site leader. Each site has special features, but the expectations and evaluation procedures outlined in the overview of the course apply to all medicine selective students.

Course Listing

For a complete description of each Ambulatory Care Selective please refer to *The Elective Program* book published annually by the Office of Student Affairs, School of Medicine, University of North Carolina at Chapel Hill, CB 7000 Room 121 MacNider Building, Chapel Hill, N.C. 27599-7000.

Unless otherwise noted, all courses have a credit value of six hours.

ACSM 402-1. Ambulatory Care in a Large Multispecialty Group Practice/Boice-Willis Clinic/Rocky Mount (Dr. Linda Hawes and others)

ACSM 402-2. Caring for Geriatric Patients/General Medicine Clinics, UNC Hospitals/Chapel Hill (Drs. James A. Bryan II and Mark E. Williams)

ACSM 402-3. Internal Medicine with Subspecialties/Halifax Medical Specialists/Roanoke Rapids (Drs. Gupta Pandarinath, William L. Brown, Hector C. Manlapas, Mahendra S. Patel, Ramkrishna R. Kothur, and Isaac Miller III)

ACSM 402-4. Private Practice at the Arboretum/Charlotte Medical Clinic/Charlotte (Dr. Michael S. Richardson and others)

ACSM 402-5. Rutherford County Internal Medicine/Rutherford Internal Medicine Associates/Forest City (Drs. Thomas J. Jaski, William Shapiro, C. Phillip Whitworth, William Casp, Robert Harding, and Gary Schafer)

ACSM 402-6. Successful Aging/New Hanover Center for Successful Aging/Wilmington (Dr. Mary O'Brien)

ACSM 402-7. Outpatient Medicine in an Urban Setting/Internal Medicine Clinic, Moses H. Cone Memorial Hospital/Greensboro (Drs. Rita Layson, Stewart Rogers, and Tim Lane)

ACSM 402-8. Wake Medical Center Ambulatory Clinics and Community Outreach Clinics/Internal Medicine Clinic, Wake Medical Center/Raleigh (Drs. Jon Perry, Gerry Hladik, Kim Kylstra, Todd Burstain, Whiman Reardon, John Mansoor, and David Gittelman)

ACSM 402-9. General Internal Medicine in Chatham County/Chatham Medical Specialists/Siler City (Drs. Mark J. Zeringue, Byron J. Hoffman Jr., B. Todd Granger, and Joan T. Jordan)

ACSM 402-10. Urban Ambulatory Care for STDs/Wake County Department of Health Sexually Transmitted Disease and HIV Early Intervention Program, Wake County Department of Health/Raleigh (Dr. Peter Leone)

ACSM 402-11. Multi-Specialty Internal Medicine Community Practice in Sanford/Central Carolina Cardiopulmonary Associates and Central Carolina Hospital/Sanford (Drs. A. Gray Bullard, Ted Phillips, Gerard O'Donnell, Len Meadows, Martha Miles, Marty Pate, and John Peterson)

ACSM 402-12. General Internal Medicine with an Urban Health Maintenance Organization/Kaiser-Permanente Medical Care Program/Durham and Chapel Hill (Drs. Trig Brown and Robert Lineberger)

ACSM 402-13. Peachtree Internal Medicine/Peachtree Internal Medicine Clinic/Murphy (Drs. Brian Mitchell, Jeff Larson, and Carolyn O'Connor)

ACSM 402-14. Andrews Internal Medicine/Andrews (Drs. Philip Royal and Gary Roper)

ACSM 402-15. General Internal Medicine at Wilmington Health Associates/Wilmington (Drs. Michael Soboeiro, John Pasquariello, and Jonathan Staub)

ACSM 402-16. Internal Medicine: Northeastern Raleigh/Raleigh Medical Group/Raleigh (Drs. Robert Bilbro, John Rubino, C. Allan Eure, Lisa DeJarnette, and James Jacobs)

ACSM 402-17. General Internal Medicine in Northeastern Raleigh/Raleigh Internal Medicine/Raleigh (Drs. Ned Yellig, Troy Anderson, Nancy Sokany, and James Soldin)

Medicine—Pediatrics Selectives

ACMS 407-1. Medicine-Pediatrics in Benson/Benson Area Medical Center/Benson (Drs. Sheryl S. Scott Joyner and Regina Ryan)

ACSM 407-2. Triangle Health Care Group/Raleigh (Drs. David Goff, William Jacobs, and Tom Flaherty)

Department of Obstetrics and Gynecology Selectives

Ms. Merry-K. Moos, Department Coordinator

Obstetrics and Gynecology offer ambulatory care selective in the public health setting. The five selectives are similar in scope with two focusing on urban care and the others c patients served in more rural settings.

Local health departments provide prenatal care to approximately thirty-five percent of the women of North Carolin and family planning services to an even greater percentage A study done in Guilford County revealed that low-incon pregnant women experience better outcomes when cared for in the public setting than in the private. Explanation for this finding involves the comprehensive services offere including a heavy emphasis on patient education, nutritional and social assessments and supports, home visiting, and careful adherence to protocols for the identification and management of high-risk patients. Some, including a recent commission appointed by the federal government, have argued that a similar range of services should be avai able to all pregnant women, regardless of economic status

The objectives of this selective are:

- To provide students with a clinical experience in publi health settings.
- To expose students to the public health response to women's reproductive health needs.
- To identify community, state, and federal responses to the high infant mortality rates in North Carolina and the nation.
- To sensitize students to the motivational, social, financial, and access issues that interfere with patients' adh ing to medical recommendations.
- To increase the students' exposure and appreciation to the role of the multidisciplinary team in meeting the needs of the pregnant or contracepting woman.

ach student will be required to complete the following
elective requirements:

- *Practice responsibility* for outpatients at least five half-days per week, which are documented in a student log or diary.
- *Outreach visits* to homes, worksites, schools, and other community agencies which impact a woman's reproductive health experience. These visits will be documented in a student log or diary which notes impressions of the visit as they relate to patient needs.
- *Small project* submitted in writing which demonstrates independent work focusing on either a public policy, community response, or clinical aspect of ambulatory reproductive health services. Possible investigations include but are not limited to: infant mortality profile for specific community, barriers to accessing prenatal or family planning services, employer responses to pregnancy, teenage pregnancy prevention initiatives, the efficacy of clinical screening protocols for high-risk conditions, a case study of a specific woman in the last month of her pregnancy, patient education strategies, etc.

ourse Listing

or a complete description of each Ambulatory Care
lective please refer to *The Elective Program* book
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hool of Medicine, University of North Carolina at
hapel Hill, CB 7000 Room 121 MacNider Building,
hapel Hill, N.C. 27599-7000.

nless otherwise noted, all courses have a credit value of six
urs.

SM 403-1. Women's Reproductive Health Care in the Rural
blic Health Setting/Chatham County Health Department/Siler
ty and Pittsboro (Maureen Darcy, C.N.M., physicians, nurse
dwives, nurse practitioners, and others)

SM 403-2. Women's Reproductive Health Care in the Rural
blic Health Setting/Mountain AHEC Obstetrics and Gynecology,
olving outreach to several rural counties in western North
rolina/Asheville (Dr. Micki Cabaniss, nurse practitioners, nurse
dwives, and others)

SM 403-3. Maternity Care in the Urban Public Health
ting/Wake County Health Department/Raleigh (Drs. Joan L.
anados, David E. Miller; Sally Ullman, M.S., R.D., Darlene
sio, M.S.W., and public health nurses)

SM 403-4. Maternity Care in Guilford County/Guilford
unty Maternity Services, Women's Hospital of Greensboro,
ses H. Cone Memorial Hospital, and Guilford County Health
partment/Greensboro (Drs. Arnold Grandis, Raymond L. Cox,
arles A. Harper, and Deirdr Bledsoe, C.N.M.)

SM 403-5. Women's Reproductive Health Care in the Rural
lic/Private Health Setting/Scotland County public/private prac-
s/Laurinburg (Drs. Harvey Kohn, Mitchell Frye, and local
lth department staff)

Department of Pediatrics Selectives

Dr. Michael G. Sharp, Department Coordinator

The majority of the pediatric selectives are offered in private offices. All clinical sites have been chosen based upon the excellent reputation of the practicing pediatricians. Opportunities exist in all regions of the state.

Departmental coordinators continuously identify and recruit additional sites. A student who desires to work in a community not listed should contact the departmental coordinators, who will work with the student to identify a suitable clinical site.

Course Listing

For a complete description of each Ambulatory Care Selective please refer to *The Elective Program* book published annually by the Office of Student Affairs, School of Medicine, University of North Carolina at Chapel Hill, CB 7000 Room 121 MacNider Building, Chapel Hill, N.C. 27599-7000.

Unless otherwise noted, all courses have a credit value of six hours.

ACSM 404-1. Pediatrics in Siler City/Chatham Pediatrics/Siler City (Drs. James E. Schwankl)

ACSM 404-2. Pediatrics in Charlotte/Pediatrics Clinic, Carolinas Medical Center/Charlotte (Drs. Marsha Rhodes)

ACSM 404-3. Pediatrics in Goldsboro/Goldsboro Pediatrics/Goldsboro (Drs. David Tayloe Jr., Rubin Maness, Joseph Ponzi, Larry Nickens, Marilue Cook, and Carey Ziemer; pediatric nurse practitioners Duane Kresge and Cathy Lancy)

ACSM 404-4. Pediatrics in Clinton/Clinton Medical Clinic/Clinton (Drs. R.M. (Mac) Herring Jr. and W.C. (Bill) Carr)

ACSM 404-5. Pediatrics in Laurinburg/The Purcell Clinic/Laurinburg (Drs. William Purcell, Jim Smithwick, Fred Mabry Jr., and Jom McQueen)

ACSM 404-8. Pediatrics in Asheville/Asheville Pediatrics/Asheville (Drs. Susan Cohen, Thomas A. Reading, H. Wesley Gurbee, Joseph Sechler, Norman Parks, Andrea Gravatt, Orren Beat, Cynthia Brown, and Hope Mustoe)

ACSM 404-9. Pediatrics in Sylva/Sylva Pediatrics Associates/Sylva (Drs. Charles H. Toldeo, Tom Dill, Judy Seago, and Penny O'Neill)

ACSM 404-10. Pediatrics in Cary/Triangle Pediatric Center/Cary (Drs. Teresa P. Salter and David Horowitz, and Mimi McCully, R.N., C.P.N.P.)

ACSM 404-11. Pediatrics in Raleigh (Site #1)/Raleigh Children and Adolescent Medicine/Raleigh (Drs. Muff Carr and Thomas J. Sena)

ACSM 404-12. Pediatrics in Moncure/Orange-Chatham Comprehensive Health Services/Haywood-Moncure Community Health Center/Moncure (Drs. Susan S. Pitts and David Tempest)

ACSM 404-13. Pediatrics in a Health Maintenance Organization/Kaiser Permanente/Raleigh and Cary (Drs. Anita Martin, Lynn Wirth, Steve Novek, Katherine Smith, Alan Bell, Sue Andrawes, Scott McGeary, Julie Ware, Beth Murnane, Amy Porter, Pat Fennell, and Karen Burke; and Gloria King, F.N.P. and Susan Cetelings, F.N.P.)

ACSM 404-14. Pediatrics in Durham/Durham Pediatrics/Durham (Drs. Doug Clark, Will London, W. Sam Yancy, Martha Gagliano, Jim Rouse, and Carol Burk)

ACSM 404-15. Pediatrics in Shelby/Shelby Children's Clinic/Shelby (Drs. C. Lee Gilliatt Jr., Charles Hayek, and Mark Binion)

ACSM 404-17. Pediatrics in Haywood/Haywood Pediatric and Adolescent Medicine Group/Clyde (Drs. Greg D. Randolph, Stephen J. Wall, and Lucy B. Downey; and Beth Osbahr, R.N.C., M.S.N., F.N.C.)

ACSM 404-18. Pediatrics in Burgaw/Black River Health Services/Atkinson (Dr. Kathleen Riley) also listed as ACSM 401-15

ACSM 404-19. Pediatrics in Henderson/Henderson Pediatric Center/Henderson (Drs. Cornelius F. Cathcart and Fadrienne Sessions)

ACMS 404-25. UNC Student Health Services and Adolescent Care/Chapel Hill (Dr. Mary Covington)

Department of Psychiatry Selectives

Dr. B. Anthony Lindsey, Department Coordinator

Psychiatry offers two ambulatory care selectives in community mental health centers with an emphasis on the treatment of mentally ill patients from both urban and rural settings.

The objectives of this selective are:

- to provide students with a clinical experience in a community mental health setting.
- to expose students to the techniques of emergency psychiatry, and the management of patients with mental illness.
- to expose students to the available community resources which provide supportive/adjunctive services to patients suffering from acute and chronic mental illness.
- to increase the student's ability to work within a multidisciplinary team in meeting the needs of the mentally ill.

Course Listing

For a complete description of each Ambulatory Care Selective please refer to *The Elective Program* book published annually by the Office of Student Affairs, School of Medicine, University of North Carolina at Chapel Hill, CB 7000 Room 121 MacNider Building, Chapel Hill, N.C. 27599-7000.

Unless otherwise noted, all courses have a credit value of six hours.

ACSM 405-1. Area Mental Health Developmental and Substance Abuse Program of Vance, Warren, Granville, and Franklin Counties/Vance County Mental Health Center/Henderson (Dr. Drew Bridges)

ACSM 405-2. Area Mental Health Developmental Disabilities and Substance Abuse Program of Mecklenburg County/Center for Mental Health, Carolinas Medical Center/Charlotte (Dr. Linda Mundle)

Department of Surgery Selectives

Dr. George Johnson Jr., Department Coordinator

Ambulatory health care is expanding faster in surgery than in any other branch of medicine. Student involvement in this field should be a rewarding experience regardless of plans for the physician health care provider. The surgical elective is designed to acquaint students with the office practice and common problems seen on an outpatient bas by a community or university surgeon. Students actively participate in the management of problems on an ambulatory basis, the evaluation of new patients, and the preoperative work-up of patients undergoing ambulatory surgical care or those requiring hospital admission. Students are involved in postoperative follow-up care on both outpatients and inpatients. All activities are supervised by the preceptor.

Students spend fifty percent of their time improving their clinical skills, thirty percent of their time investigating community agencies, and twenty percent of their time carrying on a project of use to the practice.

Students are expected to be knowledgeable with respect to all aspects of care provided on an outpatient basis, e.g., laboratory studies, procurement of additional diagnostic procedures (i.e., radiologic), and mechanisms of procuring medical and other consultations. They should become competent in the procurement of informed consent, patient education regarding overall surgical management, general principles of postoperative care, and counseling th patient with respect to returning to a normal lifestyle.

tudents should learn the availability of financial counsel- g, nursing and home health care, and rehabilitation facili- es. They can play a potentially strong role in identifying edical and social problems which may influence the peri- perative care as well as the long-term results of manage- ent, i.e., depression, diabetes, drug abuse, alcoholism, cial and financial factors, and community resources that dress these issues.

l activities are supervised and, when appropriate, counter- gned by preceptors.

ourse Listing

r a complete description of each Ambulatory Care lective please refer to *The Elective Program* book pub- hed annually by the Office of Student Affairs, School of edicine, University of North Carolina at Chapel Hill, CB 00 Room 121 MacNider Building, Chapel Hill, N.C. 599-7000.

less otherwise noted, all courses have a credit value of six urs.

SM 406-1. Ambulatory Surgery in a University nter/Ambulatory Care Center, UNC Hospitals/Chapel Hill (Drs. orge Johnson Jr., Kim Jones, Floyd Fried, James Huth, Sharon edman, Thomas Lawrence, Mark Koruda, Jaroslav Hulka, and elia Drake)

SM 406-3. Ambulatory Surgery at Wake Medical nter/Surgical Teaching Service, Wake Medical Center/Raleigh rs. Dale W. Oller, Edmund Campion, William Anspach, Steven tafford, and Leo M. Waldenberg)

SM 406-4. Ambulatory Surgery in Chapel Hill/Chapel Hill (Dr. Woodrow Burns)

SM 406-5. Ambulatory Surgery in Elizabeth City/Elizabeth City Samuel G. Jenkins Jr.)

SM 406-6. Ambulatory Surgery in Wilmington/Wilmington gical Associates/Wilmington (Drs. Mark Tillotson and Ellis sley)

SM 406-7. Ambulatory Surgery in Rocky Mount/Boice-Willis ic/Rocky Mount (Dr. Stuart Todd)

SM 406-8. Surgery in Monroe/Metrolina Surgical ciates/Moncure (Drs. John Cattie and James D. Whinna)

ectives Program

Steven J. Burnham, Electives Director and Chair of the tives Committee

electives are designed to provide flexible educational eriences that can be tailored to the career goals and llectual interests of each student. Students develop lem-solving skills and apply them to clinical situations. ough varied clinical activities, in-depth study, and stigation, students enrich their scientific and clinical cation.

During the 1995-96 academic year, students will be required to complete four electives. During the 1995-96 academic year the required number of electives will drop to three, with the implementation of the required Neurosciences Selective and Surgery/Critical Care Selective. Students with special interests may design individual projects in conjunction with faculty sponsors. Unless otherwise noted, a full-time elective has the credit value of six hours and courses that meet the equivalent may be substituted with the approval of the career goal adviser.

Approved electives may include educational programs in other schools of the University, in other universities, in other clinical settings in the state, and in foreign countries. Many students take one or more research or nonclinical elective before the fourth year. Graduation from the School of Medicine with the degree of Doctor of Medicine is dependent upon the completion of the prescribed required and elective curriculum in a manner satisfactory to the Student Promotions Committee, acting for the faculty. For more detailed about the procedures for taking electives outside the system please refer to the section on general information of the Fourth-Year Curriculum.

Course Listing

The required fourth-year electives are approved by the respective departments and the Committee on Elective Programs. For a complete description of each elective please refer to *The Elective Program* book published annually by the Office of Student Affairs, School of Medicine, University of North Carolina at Chapel Hill, CB 7000 Room 121 MacNider Building, Chapel Hill, N.C. 27599-7000.

Unless otherwise noted, electives: 1) take place at the UNC Hospitals and the surrounding area and 2) have a credit value of six hours.

Department of Anesthesiology

ANES 401. Acting Internship in Anesthesiology (Drs. Philip G. Boysen, Earl Ransom, and staff)

ANES 403. Anesthesiology Research (Drs. Fred Spielman, D. Mayer, Edward Norfleet, W. Lucas, Robert A. Mueller, T. Passannante, Robert Valley, and Eugene Freid)

Department of Cell Biology and Anatomy

CBAM 401. Elective in Gross and Applied Clinical Anatomy (Drs. O.W. Henson and staff)

Department of Dermatology

DERM 401. Dermatology (Drs. Briggaman, Fine, Guest, McCauliffe, O'Keefe, Resnick, Tomsick, and Wheeler)

DERM 402. Research in Dermatology (Drs. Briggaman, Fine, McCauliffe, and O'Keefe) (12)

DERM 405. Dermatology/Moses H. Cone Memorial Hospital/Greensboro (Dr. H. Turner and clinical faculty)

Department of Emergency Medicine

ERMD 401. Emergency Medicine/Wake Medical Center/Raleigh (clinical faculty)

ERMD 402. Emergency Medicine/Carolinas Medical Center/Charlotte (clinical faculty)

ERMD 403. Emergency Medicine/Halifax Memorial Hospital/Roanoke Rapids (clinical faculty)

ERMD 404. Emergency Medicine/Nash General Hospital/Rocky Mount (clinical faculty)

ERMD 405. Research Topics in Emergency Medicine (department faculty)

Department of Family Medicine

FMME 401. Family Medicine and Community Fieldwork/varied sites and faculty

FMME 406. Directed Studies in Family Medicine I (department faculty) (3)

FMME 407. Directed Studies in Family Medicine II (department faculty)

FMME 413. Instruction and Evaluation in Medical Education (Drs. C. Friedman, W. Mattern, F. Stritter, and A. Smith) (var.) (also listed as MEDI 419)

FMME 416. Asheville Adventure in Family Medicine/varied sites and preceptors in western North Carolina

FMME 417. Acting Internship in Family Medicine (Drs. Philip Sloane and Gregory Strayhorn)

FMME 420 . Acting Internship in Inpatient Family Medicine/Moses H. Cone Hospital/Greensboro (Drs. Cable, Hensel, Fields, Hale, and staff)

FMME 421. Acting Internship in Inpatient Family Medicine/Mission Memorial Hospital/Asheville (Drs. Rowe, Hicks, Hulkower, Jensen, Landis, Langlois, Pyeritz, Summerlin, Walton, and staff)

FMME 422. Acting Internship in Family Medicine/Carolinas Medical Center/Charlotte (Drs. Hall, Sigmon, Menscer, Robinson, Beatty, Anastasio, Alexander, Lee, and staff)

FMME 423. Physical Medicine/Rehabilitative Medicine/Asheville (Drs. Broadwell, Burke, Diez, Noel, Sandler, and White)

FMME 425. International Fieldwork in Family Medicine/varied sites and faculty (var.)

FMME 426. Directed Studies in Consumers' Perspective on Primary Health (Drs. Betty E. Cogswell) (var.)

FMME 428. Community Oriented Primary Care (COPC)/Madison County/varied sites (Madison County: Drs. Barnhardt, Coverdale, Daley, Dilly, Jones, Schroeder, Schleder, White, and Word-Sims; MAHEC: Drs. Landis, Summerlin, and staff)

FMME 429. Sports Medicine/Moses Cone Family Practice Center/Greensboro (Drs. Bert Fields and Jim Kramer)

FMME 430. MAHEC Family Practice Residency in Ambulatory Care/Family Health Center/Asheville (Drs. Hicks, Hulkower, Jensen, Landis, Langlois, Pyeritz, Rowe, Summerlin, and Walton)

FMME 445. Family Medicine Longitudinal Elective/varied sites in the Chapel Hill area (var.)

FMME 446. Externship at Carolinas Medical Center/Charlotte (Drs. Hall, Sigmon, Menscer, Robinson, Beatty, Anastasio, Alexander, Lee, and staff)

FMME 447. Occupational Medicine/Spruce Pine (Dr. Sue Snider

FMME 448. Geriatric Long-Term Care/North Carolina Special Care Center/Wilson (Dr. Marsha Edmundson)

FMME 449. Medical Activism (Dr. Adam Goldstein)

FMME 450. Principles and Practices of Alternative and Complementary Medicine (Dr. Peter Curtis) (var.)

FMME 451. Nicotine Withdrawal Symptoms (Dr. Betty Cogswel

Department of Microbiology and Immunology

MCRO 115. Special Topics in Microbiology and Immunology (department faculty) (var.)

Department of Medicine

Division of Cardiology

MEDI 406. Clinical Cardiovascular Physiology (Drs. Dehmer, Tate, Nichols, and staff)

MEDI 447. Clinical Cardiology/New Hanover Regional Medical Center/Wilmington (Dr. Norman Robinson)

MEDI 448. Cardiology/Carolinas Medical Center/Charlotte (Dr Laszlo, Littmann, Sanger, and staff)

MEDI 458. Cardiology/Moses H. Cone Memorial Hospital/Greensboro (Dr. Thomas Wall and staff)

MEDI 467. Advanced Cardiac Diagnosis (Dr. Park W. Willis an staff)

MEDI 475. Heart Failure (Drs. Kirkwood F. Adams Jr., J. Herbe Patterson, and Carla A. Sueta)

MEDI 481. Preventive Cardiology (Dr. Ross J. Simpson and Ali Ammerman, R.D.)

MEDI 488. Ambulatory Cardiology (Dr. James R. Harper and staff)

MEDI 492. Acting Internship in Community Cardiology/Tarbo Clinic and Heritage Hospital/Tarboro (Dr. Jayesh Patel)

Division of Digestive Diseases

MEDI 407. Digestive Diseases and Nutrition (Drs. Bozymski, Brenner, Drossman, Heizer, Lesesne, Nuzum, Sandler, Sartor, Isaacs, Ransahoff, Sessions, Tillotson, Whitehead, Wurzelmann, and staff)

MEDI 416. Clinical Nutrition (Drs. Heizer, Holcombe, and Koruda)

MEDI 446. Clinical Gastroenterology/New Hanover Regional Medical Center/Wilmington (Drs. Wilkins, Rust, Shuford, Mey and Kittinger)

Division of Endocrinology

MEDI 412. Endocrinology (Drs. Buse, Clemmons, Underwood French, D'Ercole, Ontjes, Fiedorek, Davenport, Earp, Jones, an Van Wyk) (also listed as PEDS 412)

MEDI 455. Research in Endocrinology (Drs. Clemmons, Buse, Earp, Fiedorek, Jones, and Ontjes)

MEDI 460. Endocrinology/Moses H. Cone Memorial Hospital/Greensboro (Drs. Robert Sevier and Steven South)

)ivision of General Medicine

IEDI 404. General Medicine—Geriatrics Consultation (Drs. 'ickard, Hanson, Evans, Miller, Harris, Williams, Sadowski, Carey, nd Greganti)

IEDI 432. Acting Internship in Medicine/Carolinas Medical Center/Charlotte (Dr. Marvin McCall and staff)

IEDI 436. Acting Internship/UNC Clinical Research Center lepartment faculty)

IEDI 437. Acting Internship in Community Internal ledicine/Tarboro Clinic and Heritage Hospital/Tarboro (Drs. eith Alligood and Duncan Fagundas)

IEDI 438. Acting Internship in Medicine/Nash General lospital/Rocky Mount (department faculty)

IEDI 440. Internal Medicine/Rutherford Hospital/Rutherfordton)rs. Casp, Jaski, Harding, Hyde, Shapiro, Whitworth, and staff)

IEDI 442. Advanced Care of the Elderly Patient (Clinical eriatrics) (Drs. Bryan, Hoole, Pickard, Busby, Whitehead, ansen, Rizzolo, Sloane, Williams, and staff)

IEDI 444. Clinical Experience in Community Medical actice/varied sites

EDI 451. Acting Internship in Medicine/Fayetteville V.A. ospital/Fayetteville (Dr. Gill and staff)

EDI 453. Alcoholism: The Physician's Role/Charter Northridge ospital/Raleigh (Dr. Joyce C. Shaver)

EDI 456. Internal Medicine/Halifax Memorial Hospital/Roanoke ıpids (Dr. Gupta Pandarinath and staff)

EDI 457. Medicine at Wilson Memorial Hospital/Wilson (Dr. hn McCain)

EDI 465. Acting Internship in Ward Medicine (department fac- y)

EDI 472. Patient Preferences for Life-Sustaining Treatment: A search Practicum (Dr. Marion Danis)

EDI 474. Basic Care of the Elderly Patient (Dr. Mark E. illiams) (var.)

EDI 477. Longitudinal Medicine (Dr. Mark E. Williams)

EDI 478. Introduction to Rehabilitation Medicine/Moses H. ıne Memorial Hospital/Greensboro (Dr. S.J. Pelligra)

EDI 479. Introduction to Rehabilitation Medicine/Charlotte- ecklenburg Hospital/Charlotte (Drs. Bockenek, Ellis, Escober, egory, Kirchmayer, Kirsteins, McDeavitt, Merritt, and Stewart)

:DI 486. Basic Aspects of Aging (Dr. Mark E. Williams) also list- as DECO 486 (1)

:DI 487. Geriatrics/New Hanover Regional Medical nter/Wilmington (Dr. Mary O'Brien)

ision of Hematology and Oncology

:DI 403. Medical Oncology (department faculty)

:DI 408. Hematology (department faculty)

DI 441. Research in Hematology/Oncology—"Surface dulations/Coagulation Chemistry" (Dr. Don Gabriel) (var.)

:DI 462. Hematology-Oncology/Moses H. Cone Memorial spital/Greensboro (Drs. Joseph Halperin, Kenneth Karb, Eric strom, James Granfortuna, Donald Murinson, and staff)

Division of Infectious Diseases

MEDI 411. Diagnosis and Management of Infectious Diseases (Drs. Lemon, Cohen, Kenney, Sparling, van der Horst, Weber, Adimora, and staff)

MEDI 461. Infectious Diseases/Moses H. Cone Memorial Hospital/Greensboro (Drs. Timothy W. Lane, Ward Robinson, and John Campbell)

MEDI 483. AIDS: Principles/Practice and Politics (Drs. Ingrid Swenson, Betty Dennis, Charles van der Horst, Ron Strauss, and Rachel Royce) (1)

MEDI 489. Advanced Study of HIV/AIDS (Drs. Joseph Eron, Susan Fiscus, Ronald Swanstrom, and Jeffrey Frelinger)

Division of Nephrology

MEDI 413. Nephrology (Drs. Blythe, Colindres, Gitelman, A. Finn, W. Finn, Lassiter, Mattern, Falk, and Morris) also listed as PEDS 413

Division of Pulmonary Medicine

MEDI 414. Pulmonary Medicine (department faculty)

MEDI 449. Critical Care Medicine (Dr. James Yankaskas and staff)

MEDI 466. Occupational Lung Disease (Dr. Brian Boehlecke)

MEDI 490. Acting Internship in Pulmonary Medicine/Wilson Memorial Hospital and Wilson Pulmonary and Internal Medicine/Wilson (Dr. Lindsey deGuehery)

Division of Rheumatology and Immunology

MEDI 415. Clinical Rheumatology and Immunology (Drs. Winfield, Yount, Hadler, Eisenberg, Cohen, Berger, Jarjour, Dooley, Reeves, Jordan, and Roubey)

MEDI 452. Research Immunology/Molecular Biology (Drs. Cohen, Eisenberg, Reeves, and Winfield) (24)

Medical Education

MEDI 419. Instruction and Evaluation in Medical Education (Drs. C. Friedman, W. Mattern, A. Smith, and F. Stritter) also listed as FMME 413 (var.)

MEDI 491. Rural Health: An Interdisciplinary Approach (Drs. Susan Gaylord, Mark E. Williams, Frank Stritter, Thomas C. Ricketts, Margaret Hudson, and Joseph Telfair; James C. Eagle, D.D.S., Rebecca Hunter, M.Ed., Anne Flash, R.N.) (var.)

Department of Neurology

NEUR 402. Neurology Research (department faculty)

NEUR 403. Clinical Neurology (Drs. Beach, Braun, D'Cruz, Finkel, Greenwood, Hall, Hayward, Hinn, Howard, Messenheimer, Tennison, and Vaughn)

NEUR 405. Neurology/Moses H. Cone Memorial Hospital/Greensboro (Dr. James Love and staff)

NEUR 410. Pediatric Neurology (Drs. Greenwood, Tennison, and D'Cruz) also listed as PEDS 410

NEUR 412. Acting Internship in Neurology (Drs. Beach, Braun, Finkel, Hall, Hayward, Hinn, Howard, Messenheimer, Mann, and Vaughn)

NEUR 414. Clinical Pain Management (Drs. Finkel, Mann, Hayward, Abashian, Toomey, Maixner, Blau, Ghia, Steege, Bullitt, and Mathewson)

Department of Obstetrics and Gynecology

Division of Gynecologic Oncology

OBGN 406. Acting Internship in Gynecology (Drs. John Steege, William Droegemueller, Deborah Dotters, and Linda Van Le)

OBGN 412. Acting Internship in Gynecologic Oncology (Drs. Fowler, Walton, Dotters, and Van Le)

OBGN 419. Acting Internship in Gynecology/Carolinas Medical Center/Charlotte (Dr. Frank N.H. Harrison)

OBGN 423. Acting Internship in Gynecologic Oncology/Carolinas Medical Center/Charlotte (Drs. James B. Hall and Robert Higgins)

Division of Maternal and Fetal Medicine

OBGN 402. Maternal-Fetal Medicine (Dr. Watson A. Bowes Jr. and staff)

OBGN 418. Acting Internship in Maternal-Fetal Medicine/Carolinas Medical Center/Charlotte (Dr. Ronald V. Wade and staff)

OBGN 425. Acting Internship in Maternal-Fetal Medicine/Women's Hospital of Greensboro/Greensboro (Dr. Arnold S. Grandis and staff)

Division of Obstetrics and Gynecology

OBGN 420. Pregnancy Outreach Project/OCCHS/Carrboro and Moncure (Dr. Watson A. Bowes Jr. and Merry-K. Moos, F.N.P., M.P.H.) (var.)

OBGN 421. Community Obstetrics and Gynecology/Tarboro Women's Center/Tarboro (Drs. David Lee and Kenneth Lovette)

OBGN 424. Acting Internship in Obstetrics and Gynecology/Women's Hospital of Greensboro/Greensboro (Dr. Arnold S. Grandis and staff)

Department of Ophthalmology

OPHT 401. Advanced Clinical Ophthalmology (Drs. Chandler, Cohen, Eifrig, Grimson, Kylstra, and staff)

OPHT 402. Research in Ophthalmology (Drs. Chandler, Cohen, Eifrig, Grimson, Kylstra, Peiffer, and staff) (var.)

OPHT 403. Introduction to Ophthalmic Pathology (Drs. Robert Peiffer and Thomas Bouldin)

Department of Pathology and Laboratory Medicine

PATY 401. Clerkship in Surgical Pathology (Dr. Woosley and sta (12)

PATY 402. Autopsy Clerkship (Dr. Malouf and staff) (var.)

PATY 403. Clerkship in Hematopathology (Drs. Bentley, Dent, and staff)

PATY 404. Clerkship in Transfusion Medicine (Drs. Collins, Brechen, and staff)

PATY 407. Experimental Carcinogenesis (Drs. Grisham and Kaufman) (var.)

PATY 408. Blood Coagulation (Drs. Harold R. Roberts, Gilbert White, and Don A. Gabriel)

PATY 409. Immunohistochemical Diagnosis of Solid Tumors in Humans (Drs. Dent, Pryzwansky, and staff)

PATY 411. Research in Pathology (Dr. Grisham and staff)

PATY 416. Forensic Pathology Clerkship (Dr. Butts and staff)

Department of Pediatrics

Division of Cardiology

PEDS 402. Pediatric Cardiology (Drs. Henry, Herrington, Frant Long, Roldan, and Loehr)

PEDS 418. Pediatric Cardiology/Carolinas Medical Center/Charlotte (Drs. Donald A. Riopel, Richard T. Smith Jr., Herbert J. Stern, and Craig A. Greene)

Division of Critical Care

PEDS 421. Pediatric ICU (Drs. Brink, Cinoman, Freid, Morton Romer, and Talbott)

PEDS 449. Acting Internship in Pediatric Critical Care/Carolina Medical Center/Charlotte (Drs. Edwin S. Young, Mark W. Uhl, and Otwell D. Timmons)

Division of Endocrinology

PEDS 412. Endocrinology (Drs. Clemmons, Underwood, Frenc D'Ercole, Ontjes, Frederek, Davenport, Earp, Jones, and Van W also listed as MEDI 412

Division of Gastroenterology

PEDS 445. Pediatric Gastroenterology (Drs. Martin Ulshen, Ste Lichtman, and Marc Rhoads)

Division of Genetics and Metabolism

PEDS 443. Pediatric Genetics (Drs. Aylsworth, Muenzer, Powell Kirkman, Rao, Frazier, and staff) *ivision of Hematology/Oncology*

EDS 408. Pediatric Hematology-Oncology (Drs. Cooper, Gold, ones, Weston, and Wiley)

ivision of Infectious Diseases

EDS 405. Infectious Diseases (Drs. Brown, Collier, Denny, ernald, Henderson, Ingram, Lim, Weigle, and Weber)

EDS 446. Community Health Activism: HIV/AIDS (Drs. ichael Sharp, Lynn W. Blanchard, Ron Strauss, and staff) (3)

EDS 447. Community Health Activism in Practice (Drs. Lynn W. lanchard, Michael C. Sharp, Ron Strauss, and staff) (3)

ivision of Neonatology

EDS 404. Acting Internship in Newborn Service Including eonatal Intensive Care/Carolinas Medical Center/Charlotte (Drs. athbun, Hickey, Visser, Fisher, Kueser, Neal, Engstrom, Petry, and avey)

EDS 411. Acting Internship in Neonatology/Wake Medical enter/Raleigh (Drs. Jim Thullen, Ross Vaughan, Tom Young, and aurie Dunn)

EDS 414. Acting Internship in Neonatology (Dr. Lawson and aff)

DS 419. Community Neonatology—Perinatology/New Hanover gional Medical Center/Wilmington (Drs. Robert McArtor and oel Carrasco)

DS 422. Acting Internship in Neonatal ICN/Moses H. Cone emorial Hospital/Greensboro (Drs. Laurence Ransom and staff)

ivision of Nephrology

DS 413. Nephrology (Drs. Conley, Morris, and Smith) also list- as MEDI 413

DS 426. Pediatric Nephrology/UNC and Duke (UNC: Drs. orris, Conley, and Smith; Duke: Drs. Forman, McKay, and igfall)

DS 448. Pediatric Nephrology/Carolinas Medical nter/Charlotte (Drs. R.S. Gray, M.E. Norman, and W.P. Burgess)

vision of Pulmonary Medicine

DS 406. Pediatric Pulmonology (Drs. Wood, Henry, Leigh, tsch-Bogart, Noah, and Fernald)

vision of Rheumatology and Immunology

DS 424. Pediatrics Rheumatology/Immunology (Drs. Kredich, ed, and Stein)

vision of General Pediatrics

DS 403. Acting Internship in Pediatrics (Dr. Gerald Fernald and ff)

DS 407. Developmental Disorders/CDL (Drs. Teplin, Coleman, Levine)

DS 410. Pediatric Neurology (Drs. Greenwood, Tennison, and ruz) also listed as NEUR 410

DS 444. Pediatrics in Sweden/Gothenberg University (pediatric lty) (12)

DS 450. Ambulatory Pediatrics/Carolinas Medical ter/Charlotte (Dr. Marsha J. Rhodes)

Department of Pharmacology

PHCO 206. Pharmacology of Hormones and Vitamins Affecting Mineral Homeostasis and Bone Metabolism (Drs. Anderson, Toverud, Hirsch, Ontjes, Talmage, and Van Wyk) (2)

PHCO 301. Research in Pharmacology (department faculty) (var.)

PHCO 330. Seminar: Recent Advances in Pharmacology (Dr. Ken D. McCarthy) (1)

PHCO 331. Seminar: General Pharmacology (Dr. Ken D. McCarthy) (1)

Department of Physical Medicine and Rehabilitation

(Other physical medicine and rehabilitation electives are available through the departments of Family Medicine, Medicine, and Surgery.)

PMED 401. Introduction to Physical Medicine and Rehabilitation (Dr. Michael Y. Lee)

PMED 402. Consultation in Physical Medicine and Rehabilitation (Dr. Michael Y. Lee)

Department of Physiology

PHYY 301, 302, 303. Research in Physiology (department staff) (3)

PHYY 401. Physiological and Pathophysiological Mechanisms Associated with Pain (Drs. Perl and Light)

PHYY 404. Neurochemistry of Spinal Motoneurons (Dr. McIlwain)

Department of Psychiatry

PSYY 404. Consultation Psychiatry (Drs. Finkel, Carraway, Lindsey, and Taylor)

PSYY 411. Inpatient Psychiatry/Dorothea Dix Hospital/Raleigh (Dr. Sved and staff)

PSYY 412. Geropsychiatry/Dorothea Dix Hospital/Raleigh (Dr. Andre Allen and staff)

PSYY 418. Forensic Psychiatry/Dorothea Dix Hospital/Raleigh (Dr. Bob Rollins and staff)

PSYY 420. Clinical Research Unit/Dorothea Dix Hospital/Raleigh (Drs. J.C. Garbutt and Beth Ridgeway)

PSYY 424. Developmental Neuropsychiatry (Drs. Jarrett Barnhill, Helen Courvoisie, and Joseph Horrigan)

PSYY 430. The Social Experience of the Chronic Mental Patient (Dr. E. Drew Bridges) (var.)

PSYY 432. Outpatient Community Psychiatry/Carolinas Medical Center and Mecklenburg Mental Health Center/Charlotte (Dr. Linda Mundle and staff)

PSYY 436. Acting Internship in Psychiatry (Drs. Hill, Curtis, Haggerty, Gilmore, Perkins, Pedersen, and Hutto)

Department of Radiology

RADY 401. General Radiology (Dr. C. Wilcox and staff)

RADY 402. Extramural Preceptorships/varied sites (Dr. Black and staff)

RADY 403. Pediatric Radiology (Drs. Merten, Specter, and Fordham)

RADY 404. Neuroradiology (Drs. Castillo, Mukherji, Whaley, and

Scatliff)

RADY 411. Fundamentals of Investigative Radiology (Drs. Clark, Castillo, Johnston, Kwock, Molina, Pisano, Scatliff, Semelka, and Yankaskas) (var.)

RADY 412. Bone and Joint Radiology (Drs. Renner and Clarke)

RADY 413. Breast Imaging (Drs. Etta Pisano, M. Patricia Braeuning, and Robert McLelland)

Department of Radiation Oncology

RADY 414. Radiation Oncology (Dr. Tepper and staff)

Department of Social Medicine

SOCM 403. Readings and Projects in Social Medicine (Dr. Donald Madison and staff)

SOCM 405. Medical Care Research (Dr. Gordon DeFriese) (var.)

SOCM 406. Readings in the Economics and Politics of Health Care (Glenn Wilson) (var.)

SOCM 409. Project in Epidemiologic Research (Dr. D.K. Runyan) (var.)

SOCM 411. Readings and Projects in Social Sciences and Medicine (Drs. Sue Estroff and Gail Henderson) (4)

SOCM 415. Projects in Medical Legal Ethics (Nancy King, J.D.) (var.)

SOCM 416. Studies in the Medical Humanities (Drs. Madison, Churchill, Cross, Wailoo, and King)

SOCM 420. Elective in China/Shashi, Hubei Province in Central China (Dr. Michael R. Phillips)

SOCM 421. Field Work in Comparative Health Care Systems/varied sites (Drs. Madison, Churchill, King, and Wilson) (var.)

Department of Surgery

Division of General Surgery

SURY 403. Acting Internship in Surgery/Wake Medical Center/Raleigh (Drs. Dale Oller and William Sullivan)

SURY 404. Acting Internship in Trauma/Carolinas Medical Center/Charlotte (Drs. Thomason, Messick, and Visser)

SURY 405. Acting Internship in General and Trauma Surgery (Drs. Baker, Fakhry, Meyer, and Rutledge)

SURY 406. Precepteeship in Surgery and Transplantation (Drs. Fair and Bunzendahl)

SURY 407. Acting Internship in a Private Surgical Practice/Rocky Mount (Dr. Stuart Todd)

SURY 408. Acting Internship in a Private Surgical Practice/Roanoke Rapids (Dr. Frank Davis)

SURY 409. Acting Internship in Vascular Surgery (Drs. Keagy, Burnham, Criado, and Johnson)

SURY 410 . Acting Internship in Transplantation (Drs. Fair and Bunzendahl)

SURY 411. Acting Internship in Gastrointestinal Surgery (Drs. Mark Koruda and Herbst)

SURY 412. Acting Internship in General, Vascular, and Thoracic Surgery/Virginia Beach (Drs. Clarke, Braunstein, Ferguson, O'Grady, and Morris)

SURY 413. Acting Internship in General and Thoracic Surgery/Durham Regional Hospital/Durham (Drs. Davis and staff

SURY 414. Clinical Surgery/Veterans Hospital/Fayetteville (Dr. William Cain and staff)

SURY 415. General Surgery/Carolinas Medical Center/Charlotte (Dr. Walker and staff)

SURY 417. General Surgery/Watauga County Hospital/Boone (Drs. Lowell Furman, Richard Furman, and staff)

SURY 418. Pediatric Surgery (Drs. Nakayama and Taylor)

SURY 422. Acting Internship in Surgical Critical Care (Drs. Fakhry, Meyer, Baker, and Rutledge)

SURY 481. Acting Internship in Surgical Oncology (Drs. Cance and Calvo)

Division of Cardiothoracic Surgery

SURY 419. Cardiovascular Surgery/Carolinas Medical Center/Charlotte (Drs. Philip Hess, Joseph Cook, Harry Daugherty, Francis Robicsek, Jay Selle, and Mark Stiegel)

SURY 420. Acting Internship in Cardiothoracic Surgery (Drs. Wilcox, Mill, Detterbeck, Egan, and Starek)

SURY 421. Research Elective in Cardiothoracic Surgery (Drs. Wilcox, Mill, Starek, Detterbeck, and Egan) (12)

Division of Neurosurgery

SURY 430. Acting Internship in Neurosurgery (Dr. Gudeman an staff)

SURY 432. Precepteeship in Neurosurgery/Durham (Drs. Price a Kihlstrom)

SURY 433. Research in Neurological Surgery (Dr. Gudeman and staff)

Division of Orthopaedics

SURY 440. Acting Internship in Orthopaedics (Dr. Frank Wilso and staff)

SURY 441. Acting Internship in Orthopaedics/Wake Medical Center/Raleigh (Drs. Campion, Dirschl, and Jones)

SURY 442. Precepteeship in Orthopaedics (Dr. Frank Wilson an staff)

SURY 444. Precepteeship in Orthopaedic Research (Drs. Wilson, Lester, and staff) (12)

SURY 445. Pediatric Orthopaedics (Drs. Greene and Henderson

SURY 446. Sports Medicine (Drs. Taft, Smith, Tillman, and staf

Division of Otolaryngology, Head and Neck Surgery

SURY 450. Acting Internship in Otolaryngology, Head and Nec Surgery (Dr. Pillsbury and staff)

SURY 451. Acting Internship in Otolaryngology/Wake Medical Center/Raleigh (Drs. Holmes and Meredith)

SURY 452. Research Experience in Physiologic-Acoustics (Drs. Prazma, Henson, and Hall) (var.)

ivision of Plastic and Reconstructive Surgery

URY 460. Principles of Reconstructive Surgery (Drs. Lawrence, evin, and Sloan)

URY 461. Rehabilitation of the Hand (Dr. Bevin and Hand enter staff)

URY 462. The Burned Patient (Dr. Peterson and staff)

URY 463. Acting Internship in Burn Trauma (Dr. Peterson and aff)

URY 465. Plastic and Reconstructive Surgery/New Hanover egional Medical/Wilmington (Drs. Krohn and Nicks)

URY 466. Plastic Surgery/Carolinas Medical Center/Charlotte (Dr. atterson and staff)

ivision of Urology

URY 470. Acting Internship in Urology (Drs. Carson, Freeman, ried, Khoury, and Mohler)

URY 471. Basic Clinical Urology (Drs. Carson, Freeman, Fried, houry, and Mohler)

URY 472. Lower Urinary Tract Dysfunction (Dr. Fried)

RY 473. Seminar: Special Topics in Urology (Drs. Carson, eeman, Fried, Khoury, and Mohler) (0)

RY 474. Research in Urology (Drs. Carson, Freeman, Fried, houry, and Mohler)

RY 476. Acting Internship in Urology/Wake Medical enter/Raleigh (Drs. Parnell, Lucey, Rhodes, Kane, and Leet)

RY 478. Acting Internship in Pediatrics (Dr. Carson)

ther Electives

RY 480. Computers in Medicine for Research and Clinical oblems (Dr. Robert Rutledge)

YT 285. Research and Practice Related to Developmental sabilities (Dr. Darlene K. Sekerak)

Academic Departments

The Department of Anesthesiology

The Department of Anesthesiology at The University of North Carolina at Chapel H is structured to meet the needs of patients for anesthetic care. Anesthesiology is defir as the practice of medicine dealing with but not limited to the provision of insensibi to pain during surgical, obstetrical, therapeutic, and diagnostic procedures, and the management of patients so affected. Anesthesiology is also defined as the monitoring and restoration of homeostasis during the perioperative period, as well as homeostasis critically ill, injured, or otherwise seriously ill patients; the diagnosis and treatment of painful syndromes; the clinical management and teaching of cardiac and pulmonary res citation; the evaluation of respiratory function and application of respiratory therapy in a forms; the supervision, teaching, and evaluation of performance of both medical and paramedical personnel involved in anesthesia, respiratory, and intensive care; the conduct of resea at the clinical and basic science level to explain and improve the care of patients insofar as physi logical function and the response to drugs is concerned; and the administrative involvement in hosp tals and medical schools necessary to implement these responsibilities.

Department Chair
Philip G. Boysen, M.D., Loyola Stritch School of Medicine, 1969; B.S., University of St. Thomas, 1965 (appointed July 15, 1994).
Robert W. Vaughan, M.D., University of Texas, 1966; B.S., Southern Methodist University, 1962 (resign July 14, 1994).

The Department of Biochemistry and Biophysics

Faculty members in Biochemistry use chemical, physical, and genetic methods, along with biological and computer modeling techniques, to understand the molecular basis of disease and metabolism. Areas of research within the department include biochemical genetics of viruses, bacteria, yeast, and mammals; membrane structure and calcium transport; neurochemistry; neurochemistry and nervous system development; physical biochemistry including fluorescent spectroscopy, X-ray crystallography, molecular modeling, and biophysics of macromolecules; hormones and their receptors; cytoskeleton assembly; enzymology, and enzyme regulation; metabolic diseases; the biochemical action of toxic agents and drug development; growth control signal transduction and cancer biology. The research interests of the faculty are broad and listed in the Graduate School catalog. Detailed information concerning the research publications of our faculty is available in the American Chemical Society Directory of Graduate Research or from the director of Graduate Studies. Medical students can carry out limited research studies with individual faculty members or they can participate in extended biochemical research in the combined M.D./Ph.D. program. Students should contact the Director of Graduate Studies for program requirements.

Department Chair
William F. Marzluff, Ph.D., Duke University, 1971; B.A Harvard, 1967 (appointed interim chair July 1, 1994)
Michael G. Douglas, Ph.D., St. Louis University, 1974; B.Sc., Southwestern University, 1967 (appointed August 1989; resigned June 30, 1994).

Department of Biomedical Engineering

Biomedical Engineering is a field stressing the applicatio of engineering techniques, mathematical analysis, and bi medical computing to medical problems. This departme offers graduate education in the field leading to the mast of science and doctor of philosophy degrees. Qualified medical students may work for a joint M.D./Ph.D. degr under this program.

tudents enter this program with backgrounds in engineer-
ng, physical science, mathematics, or biological science.
urricula are tailored to fit the needs and develop the
otential of individual students. All students select courses
om the core curriculum. In addition, courses in biostatis-
cs, computer science, physiology, and mathematics or
ngineering provide a well-rounded background of knowl-
dge and skills.

he program is one of the few in this field that is physically
nd administratively situated in a medical school. Students
ork in close contact with a medical staff, solve clinical
oblems, and conduct medical research. These unique
pportunities allow students to apply their talents in a pro-
ct-oriented atmosphere. Graduates of this program under-
nd the application of engineering, mathematics, and bio-
edical computing in hospitals, clinics, private research
boratories, government laboratories, and other institutions
volved in health care delivery.

epartment Chair
arol L. Lucas, Ph.D., The University of North Carolina at
hapel Hill, 1973; M.S., University of Arizona, 1967;
A., Dakota Wesleyan University, 1961.

he Department of ell Biology and Anatomy

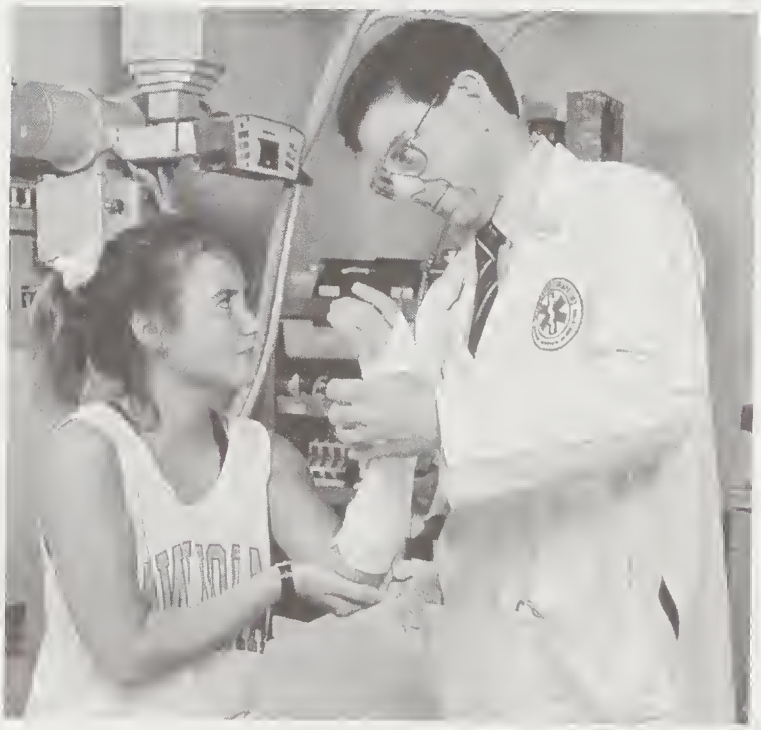
he Department of Cell Biology and Anatomy teaches cel-
ar and biostructural courses to graduate students and stu-
nts of medicine, dentistry, and other health-related pro-
sions and strives to generate new knowledge through its
earch programs. The department administers and teaches
r first-year medical school courses: Cell Biology,
nbryology, Histology, and Gross Anatomy. Other special-
areas of teaching and research include developmental
logy, neurobiology, reproductive biology, endocrinology,
ditory systems, cytochemistry, molecular biology, and
ctron microscopy. The laboratories for Cell Biology and
velopmental Biology are located in the department. The
partment houses modern facilities for scanning; transmis-
n; freeze-fracture; and intermediate-high voltage electron
roscopy; optical imaging of all kinds including bright
d, phase, fluorescence, confocal, and digitized video
roscopy; optical diffraction; fluorescence recovery after
otobleaching; cell and tissue culture; autoradiography;
nunocytochemistry; electrophysiology; radioimmunoas-
electrophoresis; HPLC; cell and organelle isolation;
membrane and protein fractionation. These facilities
e collectively as a center for advanced high technology
iostructural analysis for cellular and subcellular research. The department also hosts a large academic program of seminars, colloquia, and international conferences in cell biology and biostructure. These biotechnical and academic programs are open to medical students and other advanced students on campus.

Department Chair
Charles R. Hackenbrock, Ph.D., Columbia University, 1966; B.S., Wagner College, 1961.

The Department of Dermatology

The mission of the Department of Dermatology is to do the best possible job of teaching, patient care, research, and administration in areas concerning the skin and its diseases. Clinical teaching takes place on the inpatient, outpatient, and consultation services of the UNC Hospitals and at various outlying clinics. Medical student teaching is largely done in the introductory course for sophomores and in the senior elective. Emphasis is on teaching residents and on continuing education for practicing physicians. Special clinical interests of faculty include skin cancers, bullous, viral, papulosquamous, acneiform, and connective tissue diseases, eczemas, and erythemas. Basic research includes epidermal-dermal relationships, structure and function of the epidermal-dermal junction, epidermal cell membranes, blister formation, and leukocyte chemotaxis. Clinical investigation includes topical antibiotics for acne, topical corticosteroids for psoriasis, and treatments for warts. The administration facilitates and provides a pleasant atmosphere for dermatological activities.

Department Chair
Robert A. Briggaman, M.D., New York University, 1960; B.S., Trinity College, 1956.



The Department of Emergency Medicine

The Department of Emergency Medicine was established at the UNC–Chapel Hill School of Medicine in December 1991 and the Residency in Emergency Medicine began in July 1995. The department is responsible for clinical care, teaching, and administration of the Emergency Department at the UNC Hospitals. The department is also responsible for the University's aeromedical ambulance service and for providing medical direction for the Orange County Advanced Life Support (ALS) program. The ALS program teaches advanced cardiac and trauma life support skills to physicians, nurses, and paramedics in the hospiral and throughout the state.

Patient care is the department's first priority. The Emergency Department provides access to medical care for all segments of the population with acute illness or injury. It is the port of entry for patients from all over the state, many with difficult and complex pathologies.

Teaching the principles and practice of emergency medicine to health professionals, students, and residents in all specialties is another primary goal. Department faculty provide twenty-four-hour administrative and clinical supervision of house staff and students and expedite communication with faculty and attendings, especially for emergency referrals and transfers. A popular senior elective in emergency medicine is offered by the Department of Emergency Medicine and Wake Medical Center. The residency program is an integrated effort among the UNC Hospitals, Wake Medical Center, and Wake AHEC.

Department Chair
Judith E. Tintinalli, M.D., Wayne State University School of Medicine, 1969; M.S., University of Michigan, 1991.

The Department of Family Medicine

The Department of Family Medicine's goals are:

- to introduce all medical students to the principles of family medicine;
- to graduate board-qualified family physicians to meet the needs of the State of North Carolina;
- to provide continuing educational programs and consultation for practicing physicians;
- to conduct scholarly research on questions important for generalist practice and education;
- to provide cost-effective care to patients in the UNC health care system.

The department participates actively in the academic programs of the UNC School of Medicine through teaching research, and other scholarly pursuits. The departments developed a statewide primary care educational network i concert with AHEC Programs located in Asheville, Charlotte, Fayetteville, Greensboro, Raleigh, Rocky Mount, and Wilmington. This network relies heavily on participation of community-based, practicing family phy cian teachers who offer a variety of learning opportunitie that introduce all medical students to the principles and practice of family medicine. More in-depth experiences i the specialty are also available to interested students.

Department Chair
Kenneth G. Reeb, M.D., University of Wisconsin, 1963; B.S., University of Wisconsin.

The Department of Medical Allied Health Professions

The Department of Medical Allied Health Professions h administrative responsibility for a variety of allied health professions. Currently, master's degree programs are offer in Occupational Therapy, Physical Therapy, Rehabilitati Counseling, and Speech and Hearing Sciences. Baccalaureate degree programs include Clinical Laborato Science and Radiologic Science. Certificate programs include Cytotechnology, Radiation Therapy, and Nuclea Medicine.

The Department of Medical Allied Health Professions (DMAHP) provides students with opportunities for stu in basic sciences and individual laboratory and clinical p fessions. The purpose of the DMAHP is to prepare clinicians, technologists, and researchers in both theoretical a applied aspects of health care sciences.

asic to this mission is the philosophy that the respective ivisions and the department exist to 1) generate new and novative information relative to health care; 2) find effec- ve ways to implement and disseminate health care infor- ation; and 3) prepare health care professionals to promote ealth, intervene in the disease processes, and restore func- on through diagnostic and rehabilitation services.

epartment Chair
avid E. Yoder, Ph.D., University of Kansas, 1965; M.A., orthwestern University, 1955; B.A., Goshen, 1954.

ssociate Chair
obert L. Thorpe, Ed.D., North Carolina State University, 981; M.S., State University of New York, 1974; B.A., niversity of North Carolina at Charlotte, 1971.

he Division of Clinical Laboratory Science

order to meet medical and hospital needs in North arolina and to provide a quality education in clinical labo- tory science for men and women of the state, the School Medicine of The University of North Carolina at Chapel ill, with the cooperation of the Department of boratories of the UNC Hospitals, offers a program in inical Laboratory Science leading to a baccalaureate gree.

e major in Clinical Laboratory Science is designed to be mpleted in four calendar years. The curriculum consists two years in the General College at The University of rth Carolina in Chapel Hill (or its equivalent elsewhere) d two years in the School of Medicine. Upon successful mpletion the student is awarded the bachelor of science Clinical Laboratory Science and is eligible to take tional examinations to become a certified clinical labora- y scientist.

requisites and course descriptions are listed in the dergraduate Bulletin of the Record of The University of rth Carolina at Chapel Hill (hereafter referred to as "the dergraduate Record"). Further information may be tained from the Division of Clinical Laboratory Science, partment of Medical Allied Health Professions, CB 45, Wing E, The University of North Carolina at Chapel ll, Chapel Hill, N.C. 27599-7145 (919) 966-3011.

rector
an J. Beck, Ph.D., The University of North Carolina at apel Hill, 1992; M.S., University of Minnesota, 1980; ., Moorhead State University, 1975.

dical Adviser
W. McLendon, M.D., The University of North olina at Chapel Hill, 1956; B.A., The University of rth Carolina at Chapel Hill, 1952.

The Division of Cytotechnology

This accredited certificate program is offered jointly by the departments of Medical Allied Health Professions and Pathology and the UNC Hospitals. Completion of the program qualifies the graduate to take the national examination for certification as a cytotechnologist.

The cytotechnologist is a medical laboratory specialist who plays a vital role in cancer diagnosis. A knowledge of cell behavior and cell patterns not only aids this health professional to diagnose various types of cancer and other diseases but also to detect and diagnose cancer in its early stages of development. Quite often early diagnosis of cancer increases chances for cure or long-term survival.

The twelve-month curriculum includes basic cytology microscopy, gross and microscopic anatomy, physiology, pathology, and cytopathology of body organs. Other areas of study are specimen collection cytopreparation, laboratory organization and management, and an introduction to special diagnostic procedures such as immunocytotechnology, electron microscopy, and image analysis.

Applicants must have a baccalaureate degree from an accredited university or college. The minimum science prerequisites are twenty semester hours (thirty quarter hours) of biological sciences; eight semester hours (twelve quarter hours) of chemistry; and three semester hours (four and a half quarter hours) of mathematics.

Applications, admission procedures, and course descriptions may be obtained from the Division of Cytotechnology, Department of Medical Allied Health Professions, CB 7120, Wing E, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7120 (919) 966-2339.

Division Director
Allen C. Rinas, M.S., State University of New York, 1983; B.S., State University of New York, 1975.

Medical Director
Richard W. Shermer, M.D., The University of North Carolina at Chapel Hill, 1963; B.A., The University of North Carolina at Chapel Hill, 1957.

The Division of Occupational Therapy

The Division of Occupational Therapy offers a program leading to the master of science degree. Courses are offered with an emphasis on psychosocial and physical rehabilitation across the life span. Students are prepared for clinical practice, administration, and research in a wide variety of institutional and community health care settings. The program is designed for students with baccalaureate degrees in fields other than occupational therapy.

Prerequisites and course descriptions are listed in the Record of the University of North Carolina at Chapel Hill: The Graduate School (hereafter referred to as "the Graduate Record"). For further information contact the Division of Occupational Therapy, Department of Medical Allied Health Professions, CB 7120, Wing E, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7120 (919) 966-2451.

Division Director
Ruth Humphry, Ph.D., Ohio State University, 1985; M.S., Colorado State University, 1979; B.S., San Jose State University, 1971.

The Division of Physical Therapy

Physical therapy is one of the health professions participating in the comprehensive approach to patient service, providing services related to patient assessment, treatment, and education in varied settings including acute care hospitals, rehabilitation centers, children's centers, private practices, and others. To meet the increasing demand for physical therapists in North Carolina and the Southeast, two educational programs are offered. The entry (MPT) level is designed to provide basic preparation for entry into the field, and the advanced (MS) program is designed for physical therapists wishing to gain advanced information in focused areas of practice.

Prerequisite information is available in the Graduate Record, and course descriptions are available from the Division of Physical Therapy, Department of Medical Allied Health Professions, CB 7135, Wing E, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7135 (919) 966-4708.

Director
D. K. Sekerak, Ph.D., The University of North Carolina at Chapel Hill, 1992; M.S., P.T., The University of North Carolina at Chapel Hill, 1982; B.S., University of Pittsburgh, 1973.

The Division of Radiologic Science

Diagnostic imaging advances such as computed tomography, digital radiography, and magnetic resonance imaging have placed radiologic technology among the most rapidly changing health professions in clinical medicine. Following the freshman and sophomore general college years, the third and fourth years are taken in The University of North Carolina at Chapel Hill School of Medicine, Division of Radiologic Science. Third-year topics of study include human anatomy, physiology, imaging physics, radiography, and clinical education. A ten-week clinical internship is required during the summer followin the junior year. Studies during the senior year include advanced radiography and special studies such as vascular imaging and computed tomography, trends in radiologic technology, research, education, management, and clinica education. Through contract learning, the senior-level cu riculum allows students to elect a clinical specialty, health physics, education, or management advanced study optio After completion of the curriculum a student is awarded bachelor of science degree in Radiologic Science and is eligible for the national certification examination administered by the American Registry of Radiologic Technologists.

Prerequisites and admission procedures are available in th Undergraduate Record. Course descriptions are available from the Division of Radiologic Science, Department of Medical Allied Health Professions, CB 7130, Wing E, Th University of North Carolina at Chapel Hill, Chapel Hill N.C. 27599-7130 (919) 966-5146.

Clinical Assistant Professor and Director
J. Renner, M.A., The University of North Carolina at Chapel Hill, 1992; B.S., The University of North Caroli at Chapel Hill, 1980.

The Nuclear Medicine Technology Program

A twelve-month program in Nuclear Medicine Technolo is conducted by the faculty and staff of the Nuclear Medicine section of the Radiology Department, Radiolo Department, the UNC Hospitals, and the School of Medicine of The University of North Carolina at Chapel Hill. The program is accredited by the Joint Review Commission on Educational Programs in Nuclear Medicine Technology. Graduates of the program are awa ed a certificate in Nuclear Medicine Technology by the UNC–Chapel Hill School of Medicine and the UNC Hospitals. After completing the program, graduates are e gible for national certification by the American Registry Radiologic Technologists and the Nuclear Medicine Technology Certification Board, Inc. Classes begin each year in August. Prerequisites for program admissions are the profession of registered radiographer, nurse, or medic technologist, and the status of graduate of an accredited radiologic science program.

All requests for information regarding the Nuclear Medicine Program can be directed to the Program Director, CB 7510, the UNC Hospitals, Chapel Hill, N. 27514 or by phoning (919) 966-5233.

'rogram Director
Aarilyn Parrish, CNMT

Aedical Director
V. H. McCartney, M.D.

'he Division of Rehabilitation Counseling

'his is a four-semester master's degree professional program ı Rehabilitation Counseling. The program is interdiscipli- ary and developed to meet each student's individual needs, ith theory and practice integrated throughout the pro- am. Background work in the behavioral sciences, the ocial sciences, and allied health areas is recommended. he primary objective of this program is to educate rehabil- ation counselors to become practicing professionals in edical and psychiatric rehabilitation facilities, state-federal habilitation programs, private industry, and other related eas.

erequisites and course descriptions are available in the raduate Record. For further information contact the ivision of Rehabilitation Counseling, Department of edical Allied Health Professions, CB 7120, Wing E, The niversity of North Carolina at Chapel Hill, Chapel Hill, .C. 27599-7120 (919) 966-3351.

ofessor and Director
Sakata, Ph.D., Kent State, 1970, M.A., California State iversity, 1963; B.A., University of California at Berkeley, 60.

ıe Division of Speech and Hearing Sciences

ıe Division of Speech and Hearing Sciences in the partment of Medical Allied Health Professions, School Medicine, provides academic and professional education speech-language pathology and audiology leading to a ıster's degree. The study of communication disorders uires knowledge and skills pertaining to both normal l abnormal speech, hearing, and language. The Division Speech and Hearing Sciences provides an environment ere learning can be based on both clinical and laboratory eriences. Two major tracks of study are possible within master's curriculum: audiology and speech-language hology. The program is interdisciplinary in that person- , as well as clinical and research activities of other iversity departments and centers are involved in the edu- ional programs.

requisites and course descriptions are available in the duate Record. Detailed information is available from Division of Speech and Hearing Sciences, Department Medical Allied Health Professions, School of Medicine, 7190, Wing D, The University of North Carolina at apel Hill, Chapel Hill, N.C. 27599-7190 (919) 966- 6.

Associate Professor and Director
Jackson Roush, Ph.D., University of Michigan, 1981; M.A., Western Michigan University, 1976; B.S., Western Michigan University, 1975.

The Department of Medicine

The Department of Medicine has primary responsibility for teaching medical students, residents, and postdoctoral fellows in the clinical area of internal medicine. These teaching activities take place in the outpatient clinics and on the inpatient services of the UNC Hospitals and at affiliated hospitals in Charlotte, Wilmington, Raleigh, Greensboro, and Asheville. In addition to basic education in primary care internal medicine, the department offers electives or postdoctoral training programs in a number of internal medicine subspecialties including cardiology, general internal medicine, clinical epidemiology, digestive diseases and nutrition, endocrinology and metabolism, geriatric medicine, hematology oncology, infectious diseases, nephrology, pulmonary diseases, and rheumatology. Care of patients with problems within the field of internal medicine is an essential part of the department's training activities. Educational emphasis is on instruction in evidence-based medicine and clinical decision making. Expert medical care by members of the department is also an important service to the people of North Carolina. Original clinical or biomedical research is conducted by most faculty members, with opportunities for participation by students or postdoctoral trainees at all levels. The range of research topics is extensive, from clinical outcome analysis to basic molecular and cell biology.

Department Chair
P. Frederick Sparling (J. Herbert Bate Professor of Medicine and Microbiology and Immunology), M.D., Harvard University, 1962 (appointed June 15, 1989).

The Department of Microbiology and Immunology

Faculty of the Department of Microbiology and Immunology conduct a range of research on prokaryotic and eukaryotic cells, including bacterial physiology and genetics, RNA and DNA viruses, humoral and cellular immunology, and gene structure and function in higher eukaryotes. Emphasis is on both applied problems (e.g., microbial pathogenesis, mechanisms of inflammation) and basic problems in the molecular biology of microorganisms and eukaryotic cells. Many faculty hold joint appointments in other departments, centers, or curricula, and there are many interactive research programs. The department is very well-equipped for modern research. Facilities include special centers for microprotein sequencing and fluorescence-activated flow cytometry; many laboratories are actively engaged in DNA sequencing, recombinant DNA, monoclonal antibody production, and a host of related methodologies. Teaching programs include courses and supervised research training for more than sixty Ph.D. or M.D./Ph.D. candidates, and numerous courses in microbiology and immunology for students in the schools of Medicine, Dentistry, Pharmacy, and Nursing.

Department Chair
Jeffrey A. Frelinger (Sarah Graham Kenan Professor of Microbiology and Immunology), Ph.D., California Institute of Technology, 1973; B.A., University of California, 1969.

The Department of Neurology

The study of neurology, an essential part of general medicine education, offers valuable preparation for general medicine, pediatrics, and surgery as well as the specialties of adult and child neurology, neurosurgery, neuro-ophthalmology, neuropathology, and neuroradiology. The rapid expansion of basic and clinical neuroscience knowledge provides a challenge to the excellence of neurological medical education. The UNC–Chapel Hill Department of Neurology participates in interdepartmental courses (years 1–3) and offers electives in research, adult neurology, and child neurology. The goals of the undergraduate neurological curriculum are mastery of the neurological exam; the principles of topographic neurological localization; the cardinal manifestations of neurological disease; the laboratory investigation of neurological disease; and specific neurological disorders. Adult and child neurological postgraduate residencies approved by the American Board of Psychiatry and Neurology are available. Fellowship programs in clinical neurophysiology, neuromuscular diseases, epilepsy, pai and AIDS are offered. Inquiries to (919) 966-2526.

Interim Chair
Colin D. Hall, M.B., B.Ch., Aberdeen University, 1966 (appointed July 1995).
James N. Hayward (H. Houston Merritt Distinguished Professor), M.D., Tufts University, 1954; B.S., Tufts University, 1950. (appointment ended June 1995).

The Department of Nutrition

Unique in the United States, the Department of Nutritio is a part of the schools of Public Health and Medicine. Through the schools, the department offers a broad curriculum in the biochemical, epidemiological, and behavioral aspects of nutrition and their application to the healt of humans. The programs currently offered lead to the bachelor of science in Public Health (B.S.P.H.), the maste of Public Health (M.P.H.), the doctor of philosophy (Ph.D.) and the doctor of Public Health (Dr.P.H.) degree The Ph.D. degree program prepares graduates for leadership in academic and related settings that emphasize teaching and research. Ph.D. students conduct original researc and their degree culminates in a dissertation that expand the boundaries of basic nutrition knowledge, theory, or methodology. There are three major training divisions: nutritional biochemistry, applied public health nutrition, and population-based nutrition.

The Dr.P.H. degree program provides advanced training i the application of nutritional science to public health pra tice, with an emphasis on competence in policy analysis and leadership in program administration. This degree pr pares graduates for leadership positions in nutrition and public health policy in state, federal, and international agencies and the teaching of nutrition or community nut tion at the undergraduate or graduate levels. Persons selec ing this option must have considerable experience in pub health.

Successful completion of the coordinated master's progra in public health nutrition leads to the M.P.H. degree and meets all requirements identified by the American Dieteti Association for dietetic registration. Entrants into this tw year degree program include nutrition majors and those with degrees in fields as diverse as biology, chemistry, jou nalism, and psychology. Registered dieticians complete th professional program in one year.

The premedical/predoctoral M.P.H. program is designed for students interested in pursuing a medical degree, doctoral studies, or careers in academia. This program provi

solid background in nutrition science as well as public
ealth science. The program includes a variety of classroom,
inical, and applied field experiences.

he objective of the B.S.P.H. program in nutrition is to
rovide undergraduate training for students wishing to
nter beginning-level positions in community and public
ealth nutrition or to pursue graduate training in nutrition,
edicine, or dentistry. Application procedures and program
escriptions may be found in the Record of the School of
ublic Health and in the Undergraduate Record.

pplicants for all graduate programs should have a B aver-
e or better and are required to submit Graduate Record
xamination (GRE) scores. Applicants whose native lan-
uage is not English are required to take the Test of English
a Foreign Language (TOEFL) in addition to the usual
quirements. A brief autobiographical letter stating the
rson's reasons for applying to the degree program and
ture career goals is required. Graduates in medicine and
ntistry are encouraged to apply for admission to the pro-
ams and may submit Medical or Dental Aptitude Test
ores in lieu of GRE scores. M.D./Ph.D., M.D./D.P.H.,
d M.D./M.P.H. combined degree programs are available.
erequisites for graduate programs include the equivalent
four semesters (two academic years) of the biological sci-
ces (a course each in anatomy and physiology and micro-
logy is required); two semesters (one academic year) of
emistry (organic chemistry is required); one biochemistry
urse; two courses in social sciences (anthropology or soci-
gy and psychology are recommended); and one intro-
ctory course in human nutrition. An introductory course
economics is also recommended for M.P.H. applicants.
introductory biostatistics course is also recommended
Ph.D. applicants. Deficiencies in course prerequisites
ust be rectified prior to enrollment. Applicants to all pro-
ms are encouraged to arrange a personal interview when-
r possible.

partment Chair
ven H. Zeisel, M.D., Harvard, 1975; Ph.D.,
ssachusetts Institute of Technology, 1980; B.S.,
ssachusetts Institute of Technology, 1971.

he Department of Obstetrics and ynecology

e Department of Obstetrics and Gynecology is commit-
to quality education for medical students and residents,
ovative research, and excellent patient care. The depart-
nt is fortunate to have among its faculty nationally rec-
ized specialists in maternal/fetal medicine, gynecological
ology, reproductive endocrinology, and general gynecol-
In addition to the UNC Hospitals, Wake Medical
Center in Raleigh, New Hanover Memorial Hospital in Wilmington, Charlotte Memorial Hospital in Charlotte, and Women's Hospital in Greensboro provide opportunities for experience. Programs in high-risk obstetrics, fetal surgery, *in vitro* fertilization, operative and laser laparoscopy, and gynecological oncology allow delivery of the highest level of patient care. Ongoing research activities include studies on endometriosis, fetal heart monitoring, prenatal diagnosis, substance abuse in pregnancy, premenstrual syndrome (PMS), and chemotherapy protocols for cancer patients. Of the residents who have completed this program, thirty-two are now in academic medicine and eighty-two are practicing in North Carolina.

Department Chair
William Droegemueller (Robert A. Ross Distinguished Professor of Obstetrics and Gynecology), M.D., University of Colorado, 1960; B.A., University of Colorado, 1956.

The Department of Ophthalmology

The Department of Ophthalmology provides eye care at all levels of activity, and has a large comprehensive eye care clinic dealing with routine examinations and refractions. There are clinical subspecialty services in neuro-ophthalmology, medical and surgical retinal disease, corneal surgery and external disease, pediatric ophthalmology, glaucoma, low vision, clinical and experimental pathology, oculoplastic surgery, and inpatient consultations. The basic missions of teaching, research, and patient care are accomplished through the primary care and subspecialty services. The department teaches at all levels and provides didactic lectures, conferences, and clinical rotations for medical students on the first-, second-, third-, and fourth-year levels.

The three-year departmental residency program consists of nine residents with three in each year's class. Continuing medical education conferences are provided for practicing ophthalmologists in all areas of ophthalmology through the Grand Rounds which are given every month. The Department of Ophthalmology actively participates in both clinical and basic science research.

Department Chair
David E. Eifrig (Dr. and Mrs. Sterling A. Barrett Professor of Ophthalmology), M.D., Johns Hopkins University, 1960; B.A., Carleton College, 1956.

The Department of Pathology and Laboratory Medicine

The goal of the Department of Pathology and Laboratory Medicine is to achieve excellence in teaching, diagnostic services, and research. The faculty members of the Department of Pathology and Laboratory Medicine are active in each of these areas of responsibility. Faculty provide instruction to students, residents, and fellows about basic and advanced aspects of pathology, including the application of pathology and laboratory medicine to medical practice and the elucidation and application of new observations from research studies. We operate the diagnostic laboratories of the UNC Hospitals and provide diagnostic interpretation of the data produced to patients and their physicians. Research studies on selected aspects of the causes and mechanisms of lesions and diseases that afflict humans and other animals undergird our efforts in teaching and diagnosis.

Department Chair
Joe W. Grisham, M.D., Vanderbilt University, 1957; B.A., Vanderbilt University, 1953.

Curriculum
Please refer to the Electives Book of the School of Medicine and the fourth-year curriculum section of this catalog.

The Department of Pediatrics

The principal activities of the Department of Pediatrics fall into three major categories: patient care, education, and research. Areas of interest for all of these activities include promotion of health in well children, growth and development, psychosocial aspects of child care, prevention of illness, and a full range of pathophysiological processes that produce developmental disabilities and illness in children and adolescents. Patient care and teaching efforts are centered in both the inpatient and ambulatory settings of the hospital. Outreach programs link the program of the Department of Pediatrics with practicing physicians in the area, schools, and a wide variety of other community-base child care programs. Major components of the departmen are located at the UNC Hospitals in Chapel Hill, Wake Medical Center in Raleigh, Moses Cone Memorial Hospital in Greensboro, and Charlotte Memorial Hospita in Charlotte.

Department Chair (Interim)
Roberta G. Williams, M.D., The University of North Carolina at Chapel Hill, 1968; B.S., Duke, 1963 (appoin ed July 1995).
Edward E. Lawson, M.D., Northwestern University Scho of Medicine, 1972; B.A., Harvard University, 1968 (appointment ended June 1995)

The Department of Pharmacology

The Department of Pharmacology offers a program of study leading to the degree of doctor of philosophy. The basic course requirements for the degree include introduc tory and advanced courses in pharmacology and courses i related sciences in accord with the principal area of intere of the student. In addition the student must pass written and oral doctoral examinations, write a dissertation based on original research, and take a final oral examination.

Faculty research interests as areas for dissertation research include drug receptor interaction; drug metabolism; mec anisms of drug toxicity; and study of the mechanism of action of drugs affecting the cardiovascular, endocrine, an nervous systems; as well as drugs used as chemotherapeut agents in the treatment of malignant and viral diseases. Problems related to the mechanisms of ion transport and regulation of drug receptor synthesis, gene expression, an cell growth are all being studied with modern techniques cellular and molecular biology. Students are expected to begin independent research early in their training and to participate in an intensive program of research seminars.

The department also provides students with specific cour es that teach the principles of pharmacology as the basis rational therapeutics in the health professions. Students i the health profession schools are also encouraged to enro in one or more departmental course designed as an elective.

Department Chair
Rudolph L. Juliano, Ph.D., University of Rochester, 197

he Department of Physical ledicine and Rehabilitation

he Department of Physical Medicine and Rehabilitation's als are to provide clinical care for persons with physical sabilities to maximize quality of life and functional inde- ndence; to provide educational opportunities in physical edicine and rehabilitation through undergraduate and aduate medical education; to generate new knowledge d approaches through basic and clinical research; and to rve the community and society by providing education, blic service, and expertise in physical medicine and reha- litation.

e field of physiatry (Physical Medicine and habilitation) has a wide scope of clinical practice includ- g management of patients with spinal cord injury, head jury, amputation, stroke, developmental disability, and her neurological and musculoskeletal disorders including v back pain. An interdisciplinary team approach with ordination of various therapy services and physical dalities is used to maximize functional abilities and to event secondary complications.

e Department of Physical Medicine and Rehabilitation ers a variety of learning opportunities in the principles of ysiatry to all interested students and postdoctoral inees.

partment Chair
chael Y. Lee, M.D., University of Illinois, 1984.

e Department of Physiology

ysiology is the study of the physical and chemical factors l processes underlying the functions of living cells and ans. Research in physiology involves applying tools from molecular and cell biology and biological sciences to ntify the mechanisms, interactions, and means that regu- functions from subcellular to organismic levels of com- xity.

o first-year medical courses, medical physiology and robiology, are administered and taught by the depart- nt. Courses in cellular and systemic function are offered dental, nursing, pharmacy, and other health sciences fessional students.

Department of Physiology offers a program of gradu- study leading to the Ph.D. degree. Required courses ude cell and organ system physiology, advanced con- ts in physiology, molecular biology, and biostatistics. In first year of study students serve rotations in faculty lab- ories. Comprehensive preliminary examinations are ally taken after the second year and a specialty examination and dissertation proposal are presented during the third year. Four to five years are generally required to complete the program. Specialized programs of study for M.D./Ph.D. students and D.D.S./Ph.D. students are available.

Vigorous research programs in cell biology (membrane function, genetic expression, and molecular endocrinology); neurobiology (cell excitability, sensory systems, synaptic transmission, and signal transduction); renal physiology; and the control of respiration and cardiovascular function are ongoing. The faculty uses research techniques ranging from recombinant DNA probes and ultrastructural analyses to macroscopic measurements. The department maintains electron microscopic, tissue culture, computer, and machine and electronic shop facilities.

The faculty is active in the departmental graduate training program, interdisciplinary graduate curricula, and service courses for health sciences students. The Department of Physiology provides exciting research opportunities for graduate students, medical students, and outstanding undergraduates.

Department Chair
Stanley C. Froehner, Ph.D., California Institute of Technology, 1973.

The Department of Psychiatry

The Department of Psychiatry is the clinical department of the School of Medicine that conducts the school's programs of education, patient care, and research in psychiatric medicine. The department offers psychiatric evaluation and

treatment through its inpatient, outpatient, partial hospitalization, and consultation-liaison services in the UNC Hospitals and affiliated teaching hospitals and it provides comprehensive educational programs for medical students, residents in psychiatry, and other trainees affiliated with The University of North Carolina at Chapel Hill. Faculty members of the department conduct research programs in all major areas of modern psychiatry including investigations of the causes, prevention, and treatment of mental illness. The department strives to create and sustain academic programs of national and international importance, as well as to provide clinical services of the highest quality for those who seek psychiatric care.

Department Chair
Robert N. Golden, M.D., Boston University School of Medicine, 1979 (appointed July 1994).
David S. Janowsky (Director, Center for Alcohol Studies), M.D., University of California, 1964 (appointment ended June 1994).

The Department of Radiation Oncology

The Department of Radiation Oncology is involved in the management of patients with cancer. The department uses radiation as the primary treatment modality. We interact with multiple other medical specialties in the interdisciplinary care of the cancer patient. The department conducts numerous research activities in the clinical, physics, and laboratory areas. Studies have included treatment with multiple daily radiation treatments, sophisticated treatment planning approaches using a department-based CT scanner, and state-of-the-art 3-D display techniques. The laboratory effort is designed to obtain a better understanding of the mechanisms of radiation injury and ways to modify radiation response and integrate basic science knowledge into clinical applications.

Department Chair
Joel E. Tepper, M.D., Washington University, 1972.

The Radiation Oncology Technology Program

The program in Radiation Oncology Technology is conducted by the faculty and staff of the Department of Radiation Oncology, The University of North Carolina at Chapel Hill School of Medicine, and the UNC Hospitals. The program is approved by the American Medical Association's Committee on Allied Health Education and Accreditation. Graduates are eligible for the certification examination in Radiation Therapy as administered by the American Registry of Radiologic Technologists.

This one-year program beginning in August consists of both extensive didactic and clinical education. The clinica faculty is equipped with two Siemens 6/15 MV linear accelerators, a Siemens 6 MV linear accelerator, and a Siemens 20 MV linear accelerator dedicated to stereotacti radiosurgery procedures. All of the accelerators have electron capabilities. The department also has an OldDelft C.T. Simulator and a CT Scanner. There is an advanced computer facility, an adequate supply of brachytherapy sources, and a high-dose rate remote afterloading system.

Applications are considered from individuals certified as radiographers by the American Registry of Radiologic Technologists. Applications may be obtained from the Department of Radiation Oncology, CB 7512, The UNC Hospitals, Chapel Hill, N.C. 27599-7512. Applications must be completed by January 31 of the year of desired entrance into the program.

Program Director
R. Adams, M.P.H., The University of North Carolina at Chapel Hill, 1995; B.S., R.T., Averett College, 1980.

Medical Adviser
M. Varia, M.B., Ch.B., University of Liverpool, England, 1967; A.L., Cambridge University, 1962.

The Department of Radiology

The Department of Radiology is responsible for the diagnosis and intervention, with the aid of imaging equipmer of different pathologic entities. Both conventional X-ray techniques and modern imaging technologies such as con puted tomography, ultrasound, nuclear medicine, and ma netic resonance imaging/spectroscopy are used. Basic and clinical research in diagnostic and interventional radiolog is being conducted to enhance our ability in the diagnosi and treatment of various diseases.

Department Chair
Joseph K. T. Lee, M.D., Washington University, 1973.

The Department of Social Medicine

The Department of Social Medicine is concerned with t social dimension of medicine and pursues its work with three purposes in mind:

- to articulate that body of social science, humanities, and public health knowledge most appropriate to me ical education;
- to incorporate that knowledge with its methods and perspectives into the preclinical, clinical, and postgra ate training; and
- to develop research and service activities consistent w a scholarly interest in that body of knowledge.

'he department carries out its work through programs of
:aching, research, and public service and relies on a multi-
isciplinary faculty and an interdisciplinary approach.
epresented on the department's faculty are specialists in
inical medicine, public health, public policy, medical
lministration, philosophy and ethics, history, literature,
ıthropology, sociology, epidemiology, political science,
:onomics, and law.

'epartment Chair
ırry R. Churchill, Ph.D., Duke University, 1973; M.
iv., Duke University, 1970; B.A., Rhodes College, 1967.

he Department of Surgery

he Department of Surgery is composed of nine divisions,
ımely: Cardiothoracic, General Surgery, Neurosurgery,
rthopaedic Surgery, Otolaryngology/Head/Neck Surgery,
astic and Reconstructive Surgery, Vascular, Urology, and
e North Carolina Burn Center. The Division of General
ırgery includes gastrointestinal surgery, pediatric surgery,
rgical oncology, transplantation, and trauma/critical care.
ıe goals of the department are to provide exemplary clini-
l care in all surgical disciplines, to provide opportunities
: education in surgery at the undergraduate and graduate
'el, to generate new knowledge by conducting basic sci-
ce and clinical research, and to provide community ser-
:e. Each surgical discipline attempts to achieve these goals
th an underscoring of excellence. The specific programs
'y with the interest of the faculty, facilities, and current
:eds. Graduate educational programs are conducted in all
'gical disciplines.

'partment Chair
'orge F. Sheldon (Zack D. Owens Distinguished
ɔfessorship of Surgery), M.D., Kansas University Medical
ıool, 1961; B.A., University of Kansas, 1957.

: detailed information about graduate and advanced
dergraduate courses and degrees offered by individual
ɔartments please refer to *The Record of The University of*
rth Carolina at Chapel Hill: The Graduate School, pub-
ıed annually by The Graduate School, The University of
rth Carolina at Chapel Hill, CB 4010, Rm. 200 Bynum
ll, Chapel Hill, N.C. 27599-4010. Catalog Requests:
9) 962-5066.

more detailed information about undergraduate courses
l degrees, please refer to *The Record of The University of*
'rth Carolina at Chapel Hill: The Undergraduate Bulletin,
ɔlished by The Undergraduate School, The University of
:th Carolina at Chapel Hill, CB 2200, Jackson Hall,
ɪpel Hill, N.C. 27599-2200. Printed information and
lication requests (recorder) (919) 966-3970.

Interdisciplinary Programs

Curriculum in Genetics and Molecular Biology

The Curriculum in Genetics and Molecular Biology is an interdepartmental predoctoral training program leading to a Ph.D. degree in Genetics and Molecular Biology. The goal of this program is to train students to be creative, sophisticated research scientists within the discipline of genetics and molecular biology. To this end we emphasize acquisition of a foundation of knowledge, accumulation of the laboratory skills required for implementing research objectives, and development of the ability to formulate experimental approaches to solving contemporary problems in the biological sciences. During their first year, students enroll in graduate-level courses and participate in laboratory rotations. Subsequently, students select a faculty research adviser and establish an advisory committee. Research work is done in the laboratory facilities of the individual faculty members and is supported primarily by faculty research grants.

The curriculum faculty have appointments in eight departments in the School of Medicine and the College of Arts and Sciences. The faculty represent diverse research interests and are particularly strong in the areas of molecular genetics using the tools of molecular biology, genetic selection, and genetic complementation to approach questions regarding regulation of gene expression and control of cellular processes. Students are able to choose from a variety of biological systems and questions for their thesis research.

Requirements for Admission to Graduate Work

Applications from students with good academic records and interest in careers in genetics and molecular biology research are favorably considered. Applicants preferably should have majored or minored in one of the following disciplines: Genetics, Biology, Microbiology, Chemistry, Mathematics, Physics, or Biophysics. It is strongly recommended that students rotate through two or three laboratories before choosing a thesis adviser and attend national meetings to better understand how their research fits with progress in their field.

Financial Aid

A limited number of National Institutes of Health predoctoral fellowships are available. The fellowships carry stipends plus tuition and fees.

Colloquia/Mini-Symposia

This format provides a forum for persons interested in all phases of genetics and molecular biology. The colloquia a presented on Fridays during the academic year by faculty, students, and invited speakers from other institutions.

Curriculum Director: Susan T. Lord

Curriculum in Neurobiology

The Neurobiology curriculum of The University of Nortl Carolina at Chapel Hill includes faculty from the departments of Cell Biology and Anatomy, Biomedical Engineering and Mathematics, Biochemistry and Biophysics, Biology, Chemistry, Medicine, Neurology, O Biology, Oral Surgery, Pathology and Laboratory Medici Pharmacology, Physiology, Psychiatry, Psychology, and fr the curricula in Genetics and the program in Molecular Biology and Biotechnology. The unifying theme of these diverse departments is a desire to understand the mechanisms through which the nervous system functions. Whil sharing this fundamental interest in the nervous system, research techniques used by members of the curriculum quite diverse and provide the student with the opportuni to master a wide variety of laboratory skills.

Graduate students working toward the Ph.D. in neurobi ogy must take Neurobiology 101, 111, 112, 122, 200, 201a or 202, 203, 227, 290, and 394, as well as other courses suggested by the director. Similar course arrangements are made for Ph.D./M.D. candidates.

Fellowships, commensurate with usual grants-in-aid, are available to support graduate students who are working toward the Ph.D. degree under the direction of a faculty member in the Neurobiology curriculum and who majo neurobiology. After the first year, graduate students recei travel awards to attend national scientific meetings.

Inquiries and requests for applications should be address to The Curriculum in Neurobiology, CB 7320, The University of North Carolina at Chapel Hill, Chapel Hil N.C. 27599-7320

Curriculum Director: Professor Gerry S. Oxford

Curriculum in Toxicology

The Curriculum in Toxicology administers the degree program leading to the award of the Ph.D. in Toxicology. The curriculum is an interdisciplinary program and its faculty is drawn from various administrative units of the schools of Medicine, Pharmacy, and Public Health. The research nterests of the faculty are directed primarily at the biohemical and physiological mechanisms of action of toxic ubstances in mammalian systems. Interests include most reas of toxicology but major emphasis is on molecular and ellular toxicology; neurotoxicology and behavioral toxicolgy; pulmonary and inhalation toxicology; and carcinogensis and mutagenesis. The faculty generally does not conuct research in aquatic toxicology, forensic toxicology, the ecological aspects of toxicology, or studies in invertebrate ystems. The research activities of the Curriculum in oxicology are conducted in the laboratory facilities ssigned to each faculty member by a participating dministrative unit.

pplications

pplications for predoctoral studies are considered from udents who have received or expect to receive a B.S./B.A. M.S. degree in a scientific discipline. A desirable backound includes courses in biological sciences (including ll biology and animal physiology); chemistry (including nalytical and organic); and mathematics (through calcus), although a background in all of these disciplines is not sential. A strong course in general biochemistry acceleres the student's progress. Applicants are evaluated on the sis of undergraduate (and graduate) academic perforance, Graduate Record Examination scores (general test quired), and letters of recommendation. Students are cepted on the basis of their achievement and potential. ecial circumstances, including prior research experience d publications, are considered in individual cases in the sessment of qualification for admission. The curriculum fers a program leading to the M.S. degree only under ecial circumstances.

Requirements for the Ph.D. Degree

The selection of a predoctoral student's graduate courses is influenced by that student's prior academic background. The minimum academic courses for graduate training in toxicology constitute approximately thirty-three credit hours in didactic courses: biochemistry (general and one advanced course); biostatistics, histology, pathology, toxicology (biochemical toxicology, principles of pharmacology and toxicology, and advanced toxicology); and three elective courses. In addition each predoctoral student generally is expected to participate in twelve credit hours of nondidactic training activities, i.e., two semesters of laboratory research experience prior to the doctoral research and four seminars. The satisfactory completion of appropriate courses during the prior academic career permits a student to have greater latitude in the selection of courses.

Written and oral examinations are required in the fields of general toxicology and the major research interest. A major requirement for the Ph.D. degree is a doctoral dissertation based on the student's independent laboratory research.

Financial Aid

The curriculum funds predoctoral students each year. All applicants are considered for financial aid awards. For the maximum consideration for financial aid awards, applications for admission for the fall semester should be completed by mid-February and for the spring semester by mid-October.

Curriculum Director: James A. Swenberg
Associate Director: David J. Holbrook

For more detailed information about graduate and advanced undergraduate courses and degrees offered by individual departments, please refer to the *Record of the University of North Carolina at Chapel Hill: The Graduate School*, published by The Graduate School, The University of North Carolina at Chapel Hill, CB 4010, 200 Bynum Hall, Chapel Hill, N.C. 27599-4010. Catalog requests: (919) 962-5066.

Centers, Divisions, and Offices

Brain and Development Research Center

Director
Kunihiko Suzuki, M.D., Professor of Neurology and Psychiatry

Sections and Section Heads
Neurochemistry: Pierre Morell, Ph.D. (Biochemistry and Biophysics)

Neuropharmacology: George R. Breese, Ph.D. (Psychiatry and Pharmacology)

Molecular Pharmacology: Richard B. Mailman, Ph.D. (Psychiatry and Pharmacology)

Psychoendocrinology: Arthur J. Prange Jr., M.D. (Psychiatry)

Biochemistry of Neurogenetic Disorders: Kunihiko Suzuki, M.D. (Neurology and Psychiatry)

Molecular Neurobiology: Brian Popko, Ph.D. (Biochemistry and Biophysics and Program in Molecular Biology and Biotechnology)

Biochemical Genetics and Metabolism: Arthur S. Aylsworth, M.D. (Pediatrics)

Neuroimmunology: Glenn K. Matsushima, Ph.D. (Microbiology and Immunology, and Program in Molecular Biology and Biotechnology)

Neuropathology: Kinuko Suzuki, M.D. and Thomas W. Bouldin, M.D. (Pathology)

Computerized Molecular Modeling: Alex Tropsha, Ph.D. (School of Pharmacy)

Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH): Gary B. Mesibov, Ph.D. and Eric Schopler, Ph.D. (Psychiatry and Psychology)

The Brain and Development Research Center of the School of Medicine is one of the three centers comprising the UNC-Chapel Hill Child Development Research Institute, an interdisciplinary program of research and training in mental retardation.

The Brain and Development Research Center, located on the School of Medicine campus, is concerned with biomedical research in the general areas of normal and pathological development of the nervous system. The program encompasses research interests and approaches in molecular biology, genetics, biochemistry, pharmacology, endocrinology, immunology, and pathology. Basic research in developmental neurobiology and molecular genetics explores processes of normal brain development and provides the foundatio on which to build other research programs. Integration o basic research efforts with clinical research and applicatio is consciously sought whenever possible. Specific research projects include molecular biological studies to identify s cific mutations on the DNA level in well-defined genetic neurological disorders; manipulation of murine neurologi cal mutants with the transgene technology; DNA linkage studies for forms of mental retardation with strong geneti components, such as specific subsets of autism; long-term effects of neurotoxins and environmental pollutants; neuroendocrine influence on mental retardation and childho psychosis; an interdisciplinary program on self-injurious behavior, one of the most common and troublesome beh ioral defects; and acute and long-term biological and beh ioral effects of psychotropic drugs commonly used in the management of behavioral disorders associated with men retardation. In addition to these research projects, the Br and Development Research Center, under the supervisio of Dr. Arthur S. Aylsworth, also administers the Genetic Counseling Program for the state of North Carolina.

Cecil G. Sheps Center for Health Services Research

Director
Gordon H. DeFriese, Ph.D. (Social Medicine, Epidemiology, Health Policy and Administration)

Senior Research Fellows
James D. Bader, D.D.S., M.P.H. (Operative Dentistry); Ben Barker, D.D.S. (Dental Ecology); James D. Bernstei (North Carolina Foundation for Alternative Health Programs); Timothy S. Carey, M.D., M.P.H. (General Medicine and Clinical Epidemiology); Wilbert M. Gesle Ph.D. (Geography); Priscilla A. Guild, M.S.P.H. (Mater and Child Health); Arnold Kaluzny, Ph.D. (Health Poli and Administration); Thomas R. Konrad, Ph.D. (Healt Policy and Administration); Curtis P. McLaughlin, D.B. (Business Administration); Joseph P. Morrissey, Ph.D. (Social Medicine, Psychiatry, Health Policy and Administration); Thomas C. Ricketts, Ph.D. (Health Po and Administration); Cecil G. Sheps, M.D., M.P.H. (Sc Medicine); Jane Stein, Ph.D. (Program on International Health Services); Glenn Wilson, M.S. (Social Medicine)

Since its establishment in 1968 the Cecil G. Sheps Cen for Health Services Research has organized interdisciplir research on the structure and impact of the health care s tem. The center was renamed for its founder in 1991. A fundamental interest of the center has been the interacti

etween the medical care system and the poor, the elderly,
ral residents, minority groups, the chronically ill, chil-
ren, and the mentally ill. Questions about access to care,
uality of care, and efficacy and effectiveness of care as they
ffect health-related quality of life are examined in the con-
xt of the political and economic environment.
oordinated with its research and evaluation agenda is the
nter's work in information dissemination, technical assis-
nce, and education. This multifaceted set of endeavors
uminates the obstacles vulnerable populations face as they
rsue medically effective, cost-effective, efficient, and rele-
nt health care from a complex, dynamic health care
stem.

he Cecil G. Sheps Center for Health Services Research
ntinually assesses its research agenda to ensure that
sources are applied to questions of particular importance
health policy. Current research and evaluation is divided
to the following programs: Program on Primary Care
rvices and Health Professions; Program on Health Care
rganization; Program on Medical Practice; Program on
eventive Health Services; Program on Mental Health
rvices; Program on Aging, Disablement, and Long-Term
re; Program on Child Health Services; Program on
ealth Care Economics and Finance; Program on
ernational Health Services; North Carolina Rural Health
search Program (RHRP); North Carolina Rural Aging
ogram (NC.RAP); Health Policy Analysis Unit; and
ining Programs in Health Services Research and Policy
alysis.

e center's most valuable resource is its staff and faculty
ociates. Over one hundred people occupy offices in the
ter's facility on Airport Road. The staff is composed of
ulty-level research associates, research assistants, pro-
mmers and data processors, two librarians, and support
ff, as well as graduate assistants, Robert Wood Johnson
ndation Clinical Scholars and pre- and postdoctoral fel-
s. Also affiliated with the center are 125 research associ-
representing twenty disciplines at The University of
rth Carolina at Chapel Hill, Duke University, North
olina State University, and several private and public
ncies throughout North Carolina and the United States.

ddition to personnel, the center's resources include on-
communication using state-of-the-art equipment in
junction with the UNC-Chapel Hill computer center
a network of microcomputers used for word and data
cessing, presentation, and desktop publishing. Linkage
ome of these microcomputers to the School of Public
lth's minicomputer complex permits immediate and
nty-four-hour electron communication with coworkers
ted throughout the world. An additional, frequently used center resource is its specialized library, which supplements the University's extensive holdings. The center supports its staff and other resources with funds from the state of North Carolina and with contracts and grants from several philanthropic foundations and federal government agencies, especially the Agency for Health Care Policy and Research, the National Institutes of Health, and the National Institute of Mental Health.

The Cecil G. Sheps Center for Health Services Research is an organizational unit of the University's Division of Health Affairs and the center's director is responsible to the vice chancellor for Health Affairs. Oversight responsibility for the center is vested in a policy board whose members include senior faculty and administrators from the five health science schools and selected academic schools and departments from the Division of Academic Affairs, as well as representatives of the health services community at large. The director receives assistance in planning and leading the center's activities from two deputy directors, three associate directors, and program directors responsible for specific areas of research concentration.

Center for Alcohol Studies

Director
Fulton T. Crews, Ph.D, Professor of Pharmacology

Affiliated Members
Jarrett Barnhill, M.D. (Psychiatry); Nathan Berolzheimer, M.S.W. (Student Health); Barbara Bunker, M.S.N. (Nursing); Judith Cowan, M.D. (director, Student Health Services); Linda Dykstra, Ph.D. (Psychology); Robert Golden, M.D. (Psychiatry); Robert Gwyther, M.D. (Family Medicine); Alfred Hansen, M.D., Ph.D. (Surgery, Family Medicine); Jeanne Hernandez, Ph.D. (Psychiatry); J. Stanford Hutcheson, M.S.E.E. (Psychiatry); Henry Lesesne, M.D. (Medicine); Anthony Meyer, M.D., Ph.D. (Surgery); Cort Pedersen, M.D. (Psychiatry); Diana Perkins, M.D. (Psychiatry); Kathleen Sulik, Ph.D. (Cell Biology and Anatomy); Boyd Switzer, Ph.D. (Nutrition); John Thorp, M.D. (Obstetrics and Gynecology); Ronald Thurman, Ph.D. (Pharmacology)

Core Members
George R. Breese, Ph.D. (Psychiatry, Pharmacology); Hugh E. Criswell, Ph.D. (Psychiatry); Leslie Devaud, Ph.D. (Psychiatry); Gary Duncan, Ph.D. (Brain and Development Research Center); James Garbutt, M.D. (Director, Clinical Research Unit, Dorothea Dix Hospital); David Janowsky, M.D. (Psychiatry); Darin Knapp, Ph.D. (Center for Alcohol Studies, Psychiatry); George Mason, Ph.D. (Psychiatry); Thomas McCowan, Ph.D. (Psychiatry); Leslie Morrow, Ph.D. (Psychiatry); David Overstreet, Ph.D. (Psychiatry); Amir Rezvani, Ph.D. (Center for Alcohol Studies, Psychiatry).

The Center for Alcohol Studies was established in 1970 with state support and the mandate to promote, coordinate, and conduct training and research in the problems associated with alcohol abuse and alcoholism. Current research areas include clinical studies on the interaction between alcohol and commonly prescribed and/or abused drugs; the effects of alcohol on metabolic, neuroendocrine, behavioral, and neuropsychological parameters in human subjects; and studies of differences between high and low risk for alcoholism in adults. Preclinical studies focus on the effects of alcohol and its metabolic products on the neurophysiological and neurochemical central nervous system in alcohol-preferring and nonalcohol-preferring animals and on the development of anticraving drugs. A close coordination between clinical and basic science research in alcoholism exists among the center's scientists in the Departments of Psychiatry and Pharmacology, the Brain and Development Research Center, and the Clinical Research Unit of the Dorothea Dix Hospital, located in Raleigh, North Carolina.

The center has administrative offices, clinical laboratories, and preclinical laboratories located in the Thurston Bowles Building.

Center for Ambulatory Care

Director
Marlene Rifkin, M.T., M.S.M.

The Ambulatory Care programs of The University of North Carolina at Chapel Hill were established to promote quality health care and advance the development of outpatient services in the local community, the state of North Carolina, and the United States. The programs accomplish these goals by (a) providing a model ambulatory care program that offers state-of-the-art patient care; (b) providing high-quality educational programs in ambulatory care for medical students, residents, practicing physicians, and other health care professionals; (c) advancing knowledge in areas of medical practice and education through research and scholarship; (d) actively contributing to and participating in the academic and medical practice communities of the UNC-Chapel Hill School of Medicine and in the UNC Hospitals. The comprehensive Ambulatory Care program is based in six separate sites: Ambulatory Care Center, the UNC Hospitals' clinics, Family Medicine Center, North Carolina Clinical Cancer Center, Neurosciences Hospital, and Fearrington Clinic. Additional satellite clinics are in the development phase. All specialty areas and a mix of community-based primary care and specialized tertiary care services are represented. Several hundred subspecialty clinics are held in these six sites. More than 400,000 patients are seen annually, with patient care provided by approximately 650 attending physicians, 600 residents, and 250 other staff members (management, nursing, and clerical).

Center for Environmental Medicine and Lung Biology

Director
Philip A. Bromberg, M.D. (Medicine)

Associate Directors
Albert M. Collier, M.D. (Pediatrics)
David B. Peden, M.D. (Pediatrics)

Program Leaders
William D. Bennett, Ph.D. (Medicine): Particulate Matt Brian Boehlecke, M.D. (Medicine): Bronchoscopy Core; Johnny L. Carson, Ph.D. (Pediatrics): Morphology and Function; Albert M. Collier, M.D. (Pediatrics): Cell Biology; Milan J. Hazucha, M.D., Ph.D. (Medicine): Applied Physiology; David B. Peden, M.D. (Pediatrics): Allergy, Inflammation; William Reed, Ph.D. (Center for Environmental Medicine and Lung Biology): Molecular Biology; David S. Sheps, M.D. (Medicine): Cardiovascu

Members
William D. Bennett, Ph.D. (Medicine); Brian Boehleck M.D. (Medicine); Philip A. Bromberg, M.D. (Medicine Johnny L. Carson, Ph.D. (Pediatrics and Anatomy and Cell Biology); Kenneth Cohen, M.D. (Ophthalmology): M. Ian Gilmour, Ph.D. (Research Associate); Milan J. Hazucha, M.D., Ph.D. (Medicine); Shu-Chieh Hu, Ph. (Research Associate); Gary Koch, Ph.D. (Biostatistics, School of Public Health); Terry Noah, M.D. (Pediatrics) Anthony Passannante, M.D. (Anesthesiology); David B. Peden, M.D. (Pediatrics); Gary Pollack, Ph.D. (Pharma William Reed, Ph.D. (Research Associate); James Samet Ph.D. (Research Associate); David S. Sheps, M.D. (Medicine).

The Center for Environmental Medicine and Lung Bio of the School of Medicine was established in 1979 and broadly concerned with environmental impacts on hum health and on respiratory health in particular. Its researc programs are closely related to those of the U.S. EPA's (Environmental Protection Agency) Human Studies Division located on the UNC-Chapel Hill medical cam pus. The center is associated with the Carolina Federati for Environmental Programs.

Iultidisciplinary approaches are used to study the effects
f inhaled agents on diseased and healthy human subjects
ollowing *in vivo* exposures in environmental chambers.
Iuman cells and cell lines are studied *in vitro.* In addition
applied and basic research programs the center offers
lucational and research training opportunities for gradu-
e students and postdoctoral fellows. A formal course
ENVR200, section 5) is offered on "Health Effects of
utdoor and Indoor Air Pollution" through the Depart-
ent of Environmental Sciences and Engineering in the
chool of Public Health.

he center has administrative offices and laboratories locat-
l in the EPC/UNC Human Research Facility (104 Mason
rm Road), and additional laboratories in Medical
esearch Building C. The center also facilitates access to
e sophisticated animal environmental exposure facilities
the Environmental Toxicology Division of the U.S. EPA,
cated in Research Triangle Park. Approximately thirty
vestigators from several departments in the schools of
edicine and Public Health have been involved in center
ivities. Most collaborate closely with EPA scientists in
Human Studies Division, most of whom have adjunct
pointments to the UNC faculty.

e center has a general cooperative agreement with the
A and also administers grants to individual investigators
m various federal and non-federal sponsors. The center
nsors seminars, visiting scientists, and research confer-
es related to basic and clinical studies in environmental
lth sciences.

enter for Gastrointestinal ology and Disease

ectors
ert S. Sandler, M.D., M.P.H., Professor of Medicine
vid A. Brenner, M.D., Professor of Medicine

ciate Director
Balfour Sartor, M.D., Associate Professor of Medicine

ciate Director
en M. Berschneider, D.V.M., Associate Professor,
SU College of Veterinary Medicine

arch Cores and Core Directors
ical Research/Biostatistics: Shrikant I. Bangdiwala,
. (Biostatistics), David F. Ransohoff, M.D.
nical Research)
ecular Biology: P. Kay Lund, Ph.D.
unoassay: Michael F. Goy, Ph.D.
ier Intact Piglet: Guillermo G. Gomez, Ph.D.
tobiotic Transgenic Animal, Thomas E. Hamm Jr.,
.M.
Culture: Lola M. Reid, Ph.D.

First established in 1985 as the Core Center in Diarrheal Diseases, the Center for Gastrointestinal Biology and Disease (CGIBD) is one of twelve digestive diseases centers funded by the National Institutes of Health. The CGIBD is made up of investigators from fifteen departments in five different schools at The University of North Carolina at Chapel Hill and at North Carolina State University in Raleigh. The purpose of the center is to support the study of all aspects of gastrointestinal biology, physiology, and epidemiology, with a special emphasis on the study of inflammatory bowel disease. It achieves this purpose through its core laboratories and enrichment and pilot/feasibility programs.

The research cores are located at both The University of North Carolina at Chapel Hill and North Carolina State University in Raleigh. The cores provide training, technical support, laboratory animals, or assays for center members and pilot/feasibility investigators. The Biostatistics Core (UNC-Chapel Hill) assists investigators in defining research goals, developing operational definitions of persons and animals eligible to be included in the research project, defining key variables, developing techniques for evaluating and stabilizing laboratory measurement processes, calculating appropriate sample sizes, establishing quality assurance checks, assisting in data management and analysis, and assisting with preparation of manuscripts. The Molecular Biology Core (UNC-Chapel Hill) provides training, facilities, and expertise for basic molecular biology techniques integral to research projects of center investigators. Access to equipment and aid in developing transgenic mouse lines is also offered. The Immunoassay Core (UNC-Chapel Hill) provides accurate, specific, radio-immunoassay (RIA) or enzyme immunoassays (ELISA) for brain/gut peptides, eicosanoids, cytokines, and cyclic nucleotides for center investigators. The cores offer low, subsidized fees for services. At North Carolina State University, the Barrier Intact Piglet Core produces conventional neonatal and colostrum-deprived piglets, while the Gnotobiotic Transgenic Animal Core manages a production colony of germ-free animals (rats and mice) and houses transgenic animals. Minimal charges are assessed for the animals derived from the Animal Core but technical assistance is provided free of charge.

An ambitious pilot/feasibility program offers start-up funds to junior investigators or to established investigators who wish to pursue new directions in research. The enrichment program, consisting of seminars, lectureships, and research competitions improves the intellectual climate for gastrointestinal biological research.

Center for Health Promotion and Disease Prevention

Director
Alan Cross, M.D.

The University of North Carolina at Chapel Hill Center for Health Promotion and Disease Prevention was established by all five schools in the Division of Health Affairs (Dentistry, Medicine, Nursing, Pharmacy, and Public Health) to promote collaboration and cooperation across the many disciplines required to understand, develop, evaluate, and implement preventive strategies to address the major health problems of the people of North Carolina. Currently the center funds fourteen different projects, many of which include subprojects. The total annual budget of the center and its projects exceeds $4 million and involves the support of over 140 faculty and staff within the University. The center is currently one of thirteen federally funded prevention centers supported through a grant from the Centers for Disease Control and Prevention.

Center for Thrombosis and Hemostasis

Director
Harold R. Roberts, M.D., Sarah Graham Kenan Professor of Medicine

Associate Directors
Gilbert C. White II, M.D., Professor of Medicine and Pharmacology
Richard G. Hiskey, Ph.D., Professor of Chemistry

The Center for Thrombosis and Hemostasis was established in 1978 to promote interdisciplinary basic and clinical research on acquired and inherited blood clotting disorders, to improve prevention and treatment of such disorders, and to provide advanced training for young scientists and clinicians interested in these problems. Blood clotting disorders underlie many forms of cardiovascular disease and constitute a major health problem in North Carolina and throughout the world.

The center, which has administrative offices in the School of Medicine, provides a link among over fifty investigators in the School of Medicine, School of Dentistry, and the departments of Chemistry and Biology in the College of Arts and Sciences.

In addition to grants to individual investigators, the center administers two multi-project grants: the Specialized Center for Research in Thrombosis (Dr. Harold R. Roberts, principal investigator) and a Program Project Grant on Vascular Integrins (Dr. Gilbert C. White II, principal investigator). The Public Health Service provides funds for the clinical activities of the Comprehensive Hemophilia Diagnostic and Treatment Center, a unit of the thrombosis center. The hemophilia center, under the direction of Dr. White, is the second largest treatment site of its kind in the United States and provides care for approximately 400 patients who have hemophilia and other blood clotting disorders. It has served as a resource for clinical trials of new therapies and was one of three U.S. sites to begin trials of recombinant factor IX in February 1995.

The center encourages communication among researchers through meetings, seminars, and symposia. Each month, members active in research on subjects in hematology me to discuss current projects in their laboratories. The cente seminar series brings researchers on thrombosis and hemostasis to campus to lecture on their area of interest, and to visit campus labs to meet informally with faculty and students. International symposia, such as the International Symposium on the Chemistry and Biology of Serpins planned for April 1996, will bring hundreds of researcher and clinicians to Chapel Hill from around the world. Through such symposia, the center provides a forum for discussion among researchers, and hopes to speed the application of new findings to treatment.

Clinical Center for the Study of Development and Learning

Director
Melvin D. Levine, M.D., Professor of Pediatrics

Associate Director
Kenneth G. Jens, Ph.D. (School of Education), Associate Professor of Education

Section and Section Heads
Audiology: Jackson Roush, Ph.D. (Medical Allied Health Professions)
Nursing: Judy Morrow, R.N., Ph.D. (School of Nursing
Nutrition: Marci K. Campbell (Nutrition)
Occupational Therapy and Physical Therapy: Vacant
Pediatrics: Stuart W. Teplin, M.D. (Pediatrics)
Psychology: Stephen R. Hooper, Ph.D. (Psychiatry and School of Education)
Social Work: Mary Ann Kimball, M.S.W., A.C.S.W. (Pediatrics)
Special Education: Kenneth G. Jens, Ph.D. (School of Education)
Speech and Language: James W. Montgomery, Ph.D. (Medical Allied Health Professions).

he Clinical Center for the Study of Development and
earning (CDL) is a component of The University of
orth Carolina at Chapel Hill School of Medicine and one
f three centers that make up the Child Development
nstitute at UNC-Chapel Hill. The professional staff of the
DL represents eleven clinical sections, health administra-
on, and a research unit. All professional staff also have
cademic appointments that are spread among six
niversity schools and numerous departments.

he CDL operates a clinic offering exemplary services for
dividuals with learning and developmental disabilities
d their families. The CDL provides interdisciplinary
aining to students from a broad range of professional dis-
plines in the evaluation and management of people with
arning and developmental disabilities. The clinic provides
udents and practicing professionals with knowledge and
derstanding of disability problems that confront children
d their families and offers firsthand experience in apply-
g this knowledge in an interdisciplinary setting. Trainees
clude undergraduate students, graduate students, interns,
d postdoctoral fellows in the various disciplines.

rticipating health care professionals enhance their diag-
stic and therapeutic skills with advanced training in the
livery of primary care to persons with learning and devel-
mental problems. In addition the center provides contin-
ng education and technical assistance annually to more
an five thousand people employed in the education and
alth care professions.

e center also fosters research to develop better methods
preventing and treating developmental and learning
oblems. The center disseminates information to improve
e level and quality of services provided to citizens with
rning and developmental disabilities. Current research
ojects include federal, state, and private grants for the
dy of various developmental and learning disorders,
usative factors, and management models. The CDL fac-
y also participate in numerous research projects in col-
oration with other departments and schools in the
NC-Chapel Hill medical complex.

unded in 1962, the CDL was one of the first federally
nded University-affiliated programs for persons with
elopmental disabilities and it has since developed a
ional reputation. While the CDL serves primarily North
rolina and the eastern states, its training, service, and
tinuing education programs are regularly delivered
oughout the country.

Division of Laboratory Animal Medicine

Director
Christian E. Newcomer, V.M.D. (Pathology and Laboratory Medicine)

The Division of Laboratory Animal Medicine provides support for all of the animal-related teaching and research activities conducted by the staff of the School of Medicine. The veterinary staff is also responsible for the humane use and health care of all laboratory animals on the UNC-Chapel Hill campus.

The division offers postdoctoral training in laboratory animal medicine to a limited number of qualified veterinarians. A program in comparative pathology is offered in cooperation with the Department of Pathology and Laboratory Medicine. Members of the staff are available to answer questions related to the use of laboratory animals and to advise individuals interested in pursuing careers in veterinary medicine. The offices of the division are located in Berryhill Hall on the campus of the School of Medicine.

Division TEACCH

Director
Gary B. Mesibov, Ph.D. (Psychology and Psychiatry)

This statewide community-based program for the Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) is a division in the Department of Psychiatry of the School of Medicine. Comprehensive services are provided to autistic children, adolescents, adults, and their families. These services include diagnostic evaluations, individualized treatment, special education, and parent training. Research and professional training based on this primary service are important aspects of the program.

Division TEACCH includes administrative and research offices, seven clinical centers, and consultative relationships with over two hundred classrooms and twenty-five group homes. The administrative and research offices, one clinical center, and one classroom are all located on the School of Medicine campus at UNC-Chapel Hill. The other six centers are located in Asheville, Greenville, Charlotte, Wilmington, Greensboro/High Point, and Fayetteville.

The Carolina Living and Learning Center is a learning and residential environment for adults. The center uses a collaborative teaching approach and an apprenticeship cotherapy relationship for learning new vocational skills. Research has been an important aspect of the program since its beginning as the Child Research Project, which demonstrated that parents can indeed be the most effective cotherapists with their own children. In addition to research involving family life, treatment, and the management of autistic and communication-handicapped children, Division TEACCH also studies the biological, behavioral, genetic, biochemical, and language factors in these disorders. Special education approaches, behavior modification techniques, and staff-family interactions are also evaluated.

Division TEACCH is a leader in training in many professions. At UNC-Chapel Hill the classroom program offers a practicum in special education. Practicum, research, internship, and postdoctoral programs are available through the clinical psychology program. Students in child psychology, pediatrics, family medicine, psychology, special education, speech pathology, social work, and child psychiatry learn through research supervision, seminars, and clinical experience. In addition, each of the centers offers similar learning opportunities with other universities located in its vicinity. Intensive in-service training programs, workshops, and institutes have been offered with the involvement of TEACCH staff, parents, and children.

The goals of the program are to develop improved adaptation in the three major areas of the client's life, including home, school, and community adjustment. The involvement and collaboration of parents is a special focus.

Frank Porter Graham Child Development Center

Director
Don Bailey, Ph.D.

Founded in 1966, the Frank Porter Graham Child Development Center (FPG) is an interdisciplinary center dedicated to the study of children and families, including children who have disabilities. FPG supports the University missions of research, teaching, and public service. Research activities create new knowledge to enhance the lives of young children and their families. Teaching activities prepare professionals to serve young children and their families effectively. Public service activities translate and disseminate knowledge to families, practitioners, and policy makers so that children and their families will have greater opportunities to live healthy and productive lives. The center also operates a Family and Child Care Program to provide a site for research and practice.

FPG provides four major areas of support to promote the work of individual projects and to support center activitie The Design and Statistical Computing Unit provides consultation and assistance in data entry, management, and analysis. Among the services available are study design, sta tistical consultation, and programming. The Publications and Dissemination Office provides design and productio services for center-wide products as well as materials for individual projects. In addition to a monthly newsletter, the office prepares posters, graphs, and overhead transparencies; designs curriculum materials; and provides conference support. The Business and Administration Office assists FPG investigators with personnel and financial an technical aspects of contract and grant proposals. This office also monitors the budgets of funded projects and coordinates facility and equipment needs for the center. The Observational Methods Core assists investigators wh observe behavior as a part of their research activities. Services of the core include developing coding systems, selecting or modifying settings where observation occurs, determining reliability of data collected, and analyzing complex observations of behavior.

Under the direction of Dr. Don Bailey, the center's role i to support the work of individual projects, to stimulate new research initiatives, and to promote collaboration across disciplines. These activities are conducted by an interdisciplinary staff of nearly two hundred individuals with backgrounds in education, psychology, medicine, medical allied health, and related fields. Financial suppor for center activities comes from a variety of public and p vate sources including the state of North Carolina, the National Institutes of Health, and the United States Department of Education.

The General Clinical Research Center

Director
Eugene P. Orringer, M.D. (Medicine)

Associate Program Directors
David R. Clemmons, M.D. (Medicine)
Joseph J. Eron, M.D. (Medicine)

Chairman, General Clinical Research Center Scientific Advisory Committee
Albert M. Collier, M.D. (Pediatrics)

The General Clinical Research Center (GCRC) of the School of Medicine at the University of North Carolina Chapel Hill represents one of only a handful of the orig Clinical Research Centers that were funded by the National Institutes of Health in 1960 and are still in exi tence today. Thus, the GCRC at UNC-Chapel Hill is

resently in its thirty-sixth consecutive year of grant sup-
ort from the National Center for Research Resources of
ne National Institutes of Health.

he purpose of the GCRC is to provide a setting where all
embers of the faculty of the School of Medicine, as well
faculty members from other schools of the Health Affairs
mpus, can: a) investigate problems of normal and abnor-
al human physiology; and b) develop new therapeutic
rategies for human disease.

though located within the confines of the UNC
ospitals, the GCRC functions as an independent, discrete
cility with its own nursing staff, research dietitians and
etabolic kitchen, core laboratory, and computer center.
dditional GCRC resources include an administrative staff,
d a biostatistician and epidemiologist, each of whom
rks part-time at the center.

l of the policies and activities of the GCRC are approved
the membership of the GCRC Scientific Advisory
mmittee. The committee includes faculty appointees
m many departments within the School of Medicine, as
ll as broad representation from all four of the other
ools on the Health Affairs campus. All members of the
mmittee are appointed by Dr. Michael Simmons, the
n of the School of Medicine. Dr. Simmons also serves as
principal investigator on the GCRC grant.

stitute for the Generalist ysician

erim Director
Richard Olson, M.D., Professor of Family Medicine

directors
n Carey, M.D.; Vern Katz, M.D.; and Jake Lohr, M.D.

cutive Committee
ry Beck, M.P.H.; Tim Carey, M.D.; Peter Curtis, M.D.;
ne Djervik, J.D., R.N.; Vern Katz, M.D.; Carole
non, M.D.; Jake Lohr, M.D.; Bill Mattern, M.D.;
ichard Olson, M.D.; John Payne, M.P.H.; Virginia
ffer, M.S.; and Mike Sharp, M.D.

University of North Carolina at Chapel Hill School of
dicine created the Institute for the Generalist Physician
evelop strategies for increasing interest in primary-care
ls of medicine among undergraduate and medical stu-
ts, to encourage medical students to enter generalist
ers, and to support the education of increasing numbers
eneralist physicians in residency training. The institute
works to promote the retention of generalist physicians
ractice with an emphasis on medically underserved
munities of North Carolina.

The Institute for the Generalist Physician has three active grants relating to generalist education issues. The first, funded by the Kate B. Reynolds Charitable Trust, enables the institute, in close collaboration with the North Carolina AHEC Program, to facilitate the creation of the Offices of Regional Primary Care Education (ORPCEs) in AHEC regions throughout the state. These offices are designed to facilitate the placement of students at generalist community preceptor sites. The second grant, funded by the UNC Hospitals and the Duke Endowment, enables the institute to provide locum services to community physicians who precept medical students. Participating preceptors have the opportunity to further their clinical and teaching skills at UNC during the locum week. The third grant funds the UNC NRSA Primary Care Fellowship, a program in which fellows from family medicine, internal medicine, pediatrics, obstetrics and gynecology, and nursing have the opportunity to improve their research and clinical skills in primary care areas while attaining an advanced degree from the UNC-Chapel Hill School of Public Health.

Within the UNC School of Medicine, the institute coordinates the annual Primary Care Research Conference, designed to promote primary care research in progress at UNC campuses across the state and in the North Carolina AHEC Program. The institute also provides administrative guidance to student leaders who plan UNC's activities for the AAMC's annual observation of National Primary Care Day.

Office of Community Medical Education

Director
Michael C. Sharp, M.D.

Deputy Director
S. Claire Lorch, M.S.W.

The Office of Community Medical Education (OCME) was created in 1993 to coordinate community education experiences for the School of Medicine. Organizationally the office falls under the purview of the Office of Academic Affairs and the AHEC Program. The office works directly with both students and course directors to develop, implement, coordinate, and evaluate community programs. It promotes the expansion of residency programs into community settings. The office joins with the AHEC Offices of Regional Primary Care (ORPCEs) in recruiting and supporting community preceptors. The office facilitates the development of good relationships among preceptors, ORPCEs, and students, and among the four North Carolina schools of medicine.

Office of Continuing Medical Education

Associate Dean for Continuing Medical Education and Alumni Affairs

William E. Easterling Jr., M.D. (Obstetrics and Gynecology)

Director of Continuing Medical Education
Donald E. Moore Jr., Ph.D.

The Office of Continuing Medical Education (located in 231 MacNider) is responsible for the planning and administration of postgraduate medical education. The School of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to sponsor continuing medical education for physicians. Educational activities are provided for primary care physicians, specialists, and Medical Allied Health professionals. These activities are located primarily in North Carolina and are implemented through the cooperation of the School of Medicine faculty, Area Health Education Centers' faculty and staff, and guest faculty. Attendance is confirmed upon registration and is open to appropriate professionals on an equal opportunity basis.

Office of Educational Development

Professor and Director
Charles P. Friedman, Ph.D.

Assistant Professor and Associate Director
Allen C. Smith, Ph.D.

Professor
Frank T. Stritter, Ph.D

Research Assistant Professor
Ruth de Bliek, Ph.D.

Lecturer and Director, MED Program
Larry Keith, M.A.

Senior Associates
Donna H. Harward; W. Ashley Davis

The Office of Educational Development (OED) is a resource to the faculty of the School of Medicine. Located within the dean's office, OED supports and enhances the school's educational mission. The faculty and staff of OED collaborate with basic science and clinical faculty in projects addressing curriculum, instructional methods, faculty and student development, and student and program evaluation. The office's focus includes undergraduate, graduate, and continuing education in several of the health professions. The Laboratory for Computing and Cognition wit in OED gives increased emphasis to research and development of applications of information technology to education and clinical practice. The OED annually offers the Medical Education Development Program for prospectiv medical and dental students. The Learning and Assessme Laboratory assists students in developing academic skills and counsels students having academic difficulties. Unde Dr. Stritter OED operates one of two federally-funded ce ters for medical education research.

The OED's mission includes identification of areas wher the process of education of health professionals can be studied and thereby improved. The OED initiates its ow programs directed at such needs and supports the progra of other faculty members, divisions, or departments. It c laborates with faculty working on grants and contracts th incorporate educational program development, impleme tation, and evaluation as a component. Drs. Friedman, Smith, and Stritter are jointly appointed in the School o Education and regularly offer graduate-level courses ther Dr. Friedman is jointly appointed in the Department of Biomedical Engineering and through this channel admin ters a federally-funded program in medical informatics. The OED is located in Room 322 MacNider Building, (7530, the School of Medicine, The University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27599-7530 (919-966-3641).

Office of Information Systems

Director and Assistant Dean for Information Systems
John W. Loonsk, M.D.

Development Services/Clinical Databases
Benjamin F. Aycock, M.S.C.S.

Technical Services
Rochelle Newton-Brown

User Services
Jane J. Stine, R.N., M.S.L.S.

The Office of Information Systems (OIS) supports networking and shared information services for the medica school community. OIS assists computer support peopl departments and offices, and provides front-line suppor for medical school computing questions and requests.

The office manages the School of Medicine's data comn nications infrastructure which provides faculty, staff, an students with transparent access to resources from local

ANs, the Internet, the UNC Hospitals, the Office of
ıformation Technology (OIT), Administrative Data
rocessing (ADP), and the Health Sciences Library. The
ffice also supports dial-in access to the School of
ledicine, including PPP access for remote browsing, POP
ıd IMAP e-mail. User accounts for the entire School of
ledicine community, including medical students, faculty,
ıd administrative staff, can be obtained through OIS.

IS developed and supports the Web Information
esources of the school, which offer a variety of general
formation, applications software, information systems,
ference material, computer-assisted instruction programs,
ıd communication tools. Current events can be commu-
cated to the entire school, departments can share infor-
ation, and applications can be either downloaded to a
cal machine or run from a Web page. Examples of appli-
tions currently available through the Web interface
clude electronic mail and the school's electronic syllabus.

ith the Health Sciences Library (HSL), the Office of
formation Systems developed and supports UNCLE,
ıich provides access to biomedical literature (MedLine
d other databases), full text journals, and other health
ormation resources for faculty, staff, and students in the
vision of Health Affairs.

S offers training, special seminars, demonstrations, and
ıer activities in support of computing in the School of
edicine.

r further information, please contact the Office of
ormation Systems, UNC-Chapel Hill School of
edicine, CB 7045, Room 76 MacNider Building, Chapel
ll, NC 27599-7045. Phone: (919) 966-1325; Fax: (919)
6-6923; E-Mail: request@med.unc.edu; WWW:
p://www.med.unc.edu.

ffice of International Affairs

rector
ıes W. Lea, Ph.D. (Family Medicine)

puty Director
oline S. Stuck, M.P.H.

e Office of International Affairs was established in 1982
nhance and facilitate international enterprises of med-
faculty, residents, and students and to strengthen the
rnational dimension of the School of Medicine. The
ce provides planning and information assistance to fac-
and students undertaking international research, study,
service. It maintains an information database on cur-
international activities of the school, develops and promotes new efforts and opportunities, coordinates application review and placement of foreign medical students on short-term visits to UNC, and sponsors or cosponsors educational or informational events for faculty and students. *International Dimensions*, a newsletter of international resources, opportunities, and activities of interest to the School of Medicine, is published bimonthly by the office. The Office of International Affairs is located in Medical Building 52 on Mason Farm Rd., Chapel Hill, N.C.

Office of Medical Alumni Affairs

Director and Associate Dean for Continuing Medical Education and Alumni Affairs
William E. Easterling Jr., M.D. (Obstetrics and Gynecology)

Executive Assistant
Stephanie C. Stadler

Graduates of The University of North Carolina at Chapel Hill School of Medicine (both M.D. and basic science graduates), former house staff of the UNC Hospitals, and faculty are automatically members of the UNC Medical Alumni Association. The association meets annually in the spring and fall and holds other meetings throughout the year. Increasingly, a strong alumni presence is visible at the medical school. Maintaining quality education is an expensive mission and alumni gifts provide the margin of difference.

The Medical Alumni Bulletin is published on a quarterly basis and serves as a means of communicating with alumni. This publication, several major student scholarships, and other important student, faculty, and alumni programs, as well as the Health Sciences Library, are supported by annual gifts to the Medical Alumni Loyalty Fund. The association also provides support for student, faculty, and current house staff research projects through its Endowment Fund. Both the Loyalty Fund and the Endowment Fund are held in trust by the Office of Medical Alumni Affairs, and the Medical Foundation of N.C., Inc.

The Program on Aging

Director
Mark E. Williams, M.D. (Medicine)

Administrator
Sharon M. Womble

Coordinator of Social and Community Services
Florence G. Soltys, A.C.S.W., C.C.S.W.

Coordinators of Clinical Services
Anne R. Flash, R.N., M.S.N., A.N.P.-C.
M. Kimberly Clarke, R.N., M.S.N., F.N.P.-C.
Cherie A. Rosemond, M.S.P.T.

Coordinator of Educational Activities
Carolyn Ashford-Works, M.Ed.

Coordinators of Research Services
Susan A. Gaylord, Ph.D.
Rebecca H. Hunter, M.Ed.

Coordinators of Telemedicine Activities
Diane L. Bloom, Ph.D., M.P.H.
Bob G. Thompson

The Program on Aging is an interdisciplinary group of professionals dedicated to identifying and meeting the challenges of an aging society. Its primary objective is to be a rich resource to the University, community, state, and nation in the areas of education, research, clinical services development, information, and policy.

Established in 1979 as part of the University of North Carolina at Chapel Hill School of Medicine, the Program on Aging concentrates its efforts in several areas: 1) development of geriatric leadership by providing advanced training to physicians and dentists through the geriatric fellowship program; 2) coordination of geriatric service by helping clinical departments in the School of Medicine develop and deliver comprehensive geriatric health care; 3) geriatric education by providing an accurate and helpful view of aging and older people to students, practicing professionals, and the general public; 4) promotion of aging research by developing new projects and supporting research efforts elsewhere in the University; and 5) community outreach by providing assistance to agencies, health professionals, and the general public. The program provides community outreach assistance through consultation with policymakers in local, state, and federal government; education of professionals in the community and the general public; participation in the AHECs in North Carolina; and collaboration with local senior centers, nursing homes, retirement communities, and home care services.

The Program on Aging is dedicated to successful aging, optimizing independence, and promoting creativity, well-being, and enjoyment for all older people.

The Program in Molecular Biology and Biotechnology

Director
William F. Marzluff, Ph.D. (Biochemistry and Biophysics

Associate Director
Philip L. Carl, Ph.D. (Pharmacology)

Workshop and Facility Director
R. Wayne Litaker, Ph.D.

The Program in Molecular Biology and Biotechnology (PMBB) was created in the medical school in 1981. The program was established to promote genetic engineering research and education at the University of North Caroli at Chapel Hill. The PMBB has a graduate training program in Protein Engineering and Molecular Genetics. Th organization encompasses faculty from the entire UNC-Chapel Hill campus (College of Arts and Sciences, Schoo of Public Health, and the School of Medicine), and serve as a focus for organizing academic activities that accelerat the diffusion of molecular genetic technology into the research community.

Associated degree-granting units include Biochemistry an Biophysics, Biology, Cell Biology and Anatomy, Chemist Epidemiology, Genetics Curriculum, Microbiology and Immunology, Neurobiology Curriculum, Pharmacology, and Physiology.

The program presently sponsors Carolina Conferences o gene transfer and expression, protein engineering, molecu lar neurobiology, and chromosome structure. The Caroli Workshops, intensive two- to three-week laboratory cour es, are designed to give researchers hands-on experience i DNA cloning and sequencing and are currently held eacl academic semester and in the summer. Other projects of the program include a special interest group in macromo cular structure, core facilities important to research and training, and a summer research program designed to bri top undergraduate students from all over the United Stat interested in molecular biology and biotechnology.

he Robert Wood Johnson linical Scholars Program

odirectors
avid F. Ransohoff, M.D. (Medicine)
ordon H. DeFriese, Ph.D. (Social Medicine)

he Robert Wood Johnson Clinical Scholars Program is a vo-year fellowship for physicians who have completed inical training and wish to pursue studies of the effective- ss and efficiency of health services and how health care is ganized and financed. Fellows broaden their understand- g of health care through studies of epidemiology, biosta- tics, social sciences, economics, management, and the manities. The program priority areas are clinical effec- veness and policy studies, preventive health care and aging d geriatric care.

any students pursue advanced degrees, usually in the hool of Public Health. Clinical scholars continue to prac- e clinical medicine and are expected to complete research the interface between clinical medicine and other disci- ines. Following their fellowship, clinical scholars have ken research and leadership positions in academic medi- ne, government, and the private sector. The University of rth Carolina at Chapel Hill Clinical Scholars Program is e of seven funded by the Robert Wood Johnson undation, Princeton, New Jersey. The program is carried t in partnership with The Cecil G. Sheps Center for alth Services Research at UNC-Chapel Hill.

hurston Arthritis Research Center

rector
n B. Winfield, M.D. (Medicine)

ociate Director
ry Anne Dooley, M.D. (Medicine)

directors, Education, Epidemiology, and Health Services earch Component
bert DeVellis, Ph.D. (Health Behavior/Health ucation, School of Public Health) and Joanne Jordan, D., M.P.H. (Medicine)
director, Biomedical Research Component
stley Reeves, M.D. (Medicine)

ector, Numerical Sciences Core
an Blalock, Ph.D. (Health Behavior/Health Education, ool of Public Health)

ector, Biomolecular Core
lip Fernsten, Ph.D. (Medicine)

uly 1982, the Thurston Arthritis Research Center was blished through funding from the National Institutes of lth to conduct innovative research projects and programs relating to arthritis. Scientists in the Biomedical Research Component are investigating basic immunological questions relevant to the pathogenesis of autoimmune and systemic connective tissue disease. Clinical, epidemiological, and health services research is ongoing in the areas of rheumatological disease, orthopaedics, metabolic disease, and pediatric rheumatology. Investigators in the Education, Epidemiology, and Health Services Research components are involved in psychosocial research, epidemiological research, and arthritis health care delivery and intervention programs in outlying communities. The Biomolecular Core supports basic research through facilities for DNA sequencing, flow cytometry, hybridoma production, protein purification and characterization, and pathogen-free inbred mouse colonies. The Numerical Science Core provides assistance to center investigators in research design and data management and analysis.

UNC Lineberger Comprehensive Cancer Center

Director
Joseph S. Pagano, M.D., Lineberger Professor of Cancer Research, Professor of Medicine and Microbiology and Immunology

Deputy Director
H. Shelton Earp, M.D., Lineberger Professor of Cancer Research, Professor of Medicine and Pharmacology

Associate Directors
Beverly Mitchell, M.D., Wellcome Distinguished Professor of Cancer Research and Professor of Medicine and Pharmacology
Joel Tepper, M.D., Associate Director, Clinical Research, Chair and Professor of Radiation Oncology

Program Leaders
Barbara S. Hulka, M.D., M.P.H., Kenan Professor of Epidemiology (Cancer Epidemiology); Arnold Kaluzny, Ph.D., Professor of Health Policy and Administration (Cancer Prevention/Control, Interim); David Kaufman, M.D., Ph.D., Professor of Pathology and Laboratory Medicine, (Molecular Carcinogenesis); David C. Lee, Ph.D., Associate Professor of Microbiology and Immunology (Cancer Cell Biology); Edison Liu, M.D., Associate Professor of Medicine and Epidemiology (Breast Cancer); Beverly Mitchell, M.D., Wellcome Distinguished Professor of Cancer Research and Professor of Medicine and Pharmacology (Molecular Therapeutics); Nancy Raab-Traub, Ph.D., Professor of Microbiology and Immunology (Virology); Thomas Shea, M.D., Professor of Medicine (Clinical Research); Joel Tepper, M.D., Chair and Professor of Radiation Oncology (Radiation Oncology); Jenny Ting, Ph.D., Professor of Microbiology and Immunology (Immunology)

The UNC Lineberger Comprehensive Cancer Center of The University of North Carolina at Chapel Hill was established in 1975 in the School of Medicine. The activities of the cancer center are interdisciplinary with participation from both basic science and clinical departments of the School of Medicine as well as from departments in the schools of Public Health, Dentistry, Pharmacy, Nursing, and the College of Arts and Sciences.

The goals of the UNC Lineberger Comprehensive Cancer Center are to provide organizational framework for a cancer research center of regional and national excellence, to move promising research from the laboratory to the clinic and to the population as rapidly as possible, to provide state-of-the-art cancer treatment, to promote research in cancer prevention and control and cancer epidemiology in North Carolina, and to provide training in cancer research. The center has programs in the basic, clinical, and public health sciences. The basic science programs are cancer cell biology (including genetics), immunology, molecular carcinogenesis, molecular therapeutics, and virology. In support of the basic science programs, the center operates core facilities for tissue culture and glassware and media; nucleic acids synthesis; electron microscopy; and analytical microscopy. The center, the Program in Molecular Biology and Biotechnology, and the Division of Laboratory Animal Medicine have cooperatively developed a human tumor model facility that includes transgenic mouse, gene targeting, histopathology, and human tumor models facilities. The center and the Department of Microbiology and Immunology jointly sponsor a flow cytometry facility. The center also has a BL3 biohazard facility for work with viruses.

The development of interdisciplinary oncology research programs is the main activity of the Clinical Research Programs in gynecological, medical, pediatric, surgical, radiation, and urological oncology. Clinical research activities are broad, with emphasis on the molecular and cell biology, immunology, genetics, and endocrinology of malignancies. Program members participate in a variety of clinical protocols through national cooperative clinical trial groups, as well as through regional and local trials. Core facilities for the Clinical Research Program include the UNC Lineberger Protocol Office (with biostatistics unit), the Tissue Procurement and Analysis facility, and the Flow Cytometry facility.

Programs in Cancer Prevention and Control and Cancer Epidemiology promote and conduct cancer research in health education, early detection and prevention, and epidemiology. The center has recently developed an emphasis in molecular cancer epidemiology and with the Department of Epidemiology and the School of Public Health has jointly established a Molecular Epidemiology Core facility and a Cancer Control Care Facility.

Breast cancer is a special focus of the UNC Lineberger Center. In 1992 the National Cancer Institute named the center one of four national Specialized Programs of Research Excellence (SPOREs) in breast cancer. This multidisciplinary program features seven research projects, fou core facilities, and a development program, all of which investigate innovative approaches to reducing breast cance morbidity and mortality, with a special emphasis on minority issues.

The curricular goals of the UNC Lineberger Comprehensive Cancer Center are implemented through the academic departments. The aims are to assist in provi ing students with a unified view of the molecular and bio logical basis for cancer, as well as an integrated approach the understanding of cancer. The center has a postdoctora training program, one of the oldest and largest in the country, for basic cancer researchers and a pre- and postdoctoral training program for cancer prevention and control researchers. Training programs in cancer epidemiolog (Department of Epidemiology), hematology/oncology (Department of Medicine), and surgical oncology (Depar ment of Surgery) are also associated with the center.

The center sponsors a weekly seminar series with invited guest scientists of national and international reputation. I addition, the center sponsors a two-day cancer symposiu each spring with presentations and workshops on a topic interest to cancer scientists at the UNC-Chapel Hill medical school and the surrounding area and an annual postdoctoral fellow-faculty retreat each fall. The Lineberger Center also sponsors workshops and minisymposia on to ics of current interest throughout the year.

Administratively, the center provides staff support for can cer-related activities in research, program planning, facilities planning, and faculty and staff recruitment. The cent acts as the organizational base for the cancer research acti ities of the UNC-Chapel Hill Health Affairs. The admini trative offices and many of the laboratories are located in the thirty-nine thousand net square feet Lineberger Building, which opened in 1984. In addition, members the center have research laboratories throughout the med ical school and elsewhere in the University. The center ha completed plans for a building expansion that doubles th existing space. Construction began in the summer of 199 and should be completed in early 1997.

Awards and Scholarships

This list represents only a portion of the scholarships and awards given through organizations at The University of North Carolina at Chapel Hill. Some are based solely on financial need, some solely on merit, and some on a combination of financial need and academic excellence.

;tudent Awards

lpha Omega Alpha
he Gamma Chapter of North Carolina of Alpha Omega lpha, a national medical honor society, was installed at the NC-Chapel Hill School of Medicine in June 1954. :lected students in the junior and senior classes are eligible r membership, based on high academic standing, moral ıaracter, and promise of future contribution to the field of edicine.

he W. Reece Berryhill Scholarship
ıe University of North Carolina Medical Parents' Club tablished the Berryhill Scholarship in 1964 to honor Dr. '. Reece Berryhill, medical Class of 1925 and dean of the hool of Medicine from 1941 to 1964. This merit scholar- ip recognizes a rising senior student for excellence of aca- mic performance since entering medical school.

ıe W. Reece Berryhill Mecklenburg Medical holarship
ıe Berryhill Mecklenburg Medical Scholarship was estab- ıed in 1971 by the University of North Carolina Medical ımni and Friends of Mecklenburg County to honor Dr. Reece Berryhill, dean emeritus of the School of :dicine and Sarah Graham Kenan Professor of Medicine. e scholarship commemorates Dr. Berryhill's birthplace in :cklenburg County and first priority goes to :cklenburg area residents.

ard of Governors' Medical Scholars
nority and disadvantaged students admitted to the ıool of Medicine are eligible to participate in the Board Governors Medical Scholars Program. Those students o are selected receive annual stipends of $5000 plus ion and fees. Recipients must be residents of North olina who are enrolled in the School of Medicine on a -time basis and who demonstrate financial need.

e Mark R. Braswell Medical Scholarships
ıblished in 1966 in honor of Dr. Mark R. Braswell of :ky Mount, North Carolina, medical Class of 1884, ›e scholarships are awarded annually to worthy medical lents who have financial need.

The Terri Brenneman Award
Established in memory of Terri Brenneman, a member of the Class of 1984 who died in her third year, this award recognizes a graduating senior who has demonstrated a commitment to serve the underserved. A faculty committee selects the recipient, who receives a plaque and selects a charitable cause for a donation in his/her name from the Terri Brenneman Memorial Fund.

Bristol-Meyers Squibb Fellowships in Academic Medicine
The Bristol-Meyers Squibb Fellowships support members of the African-American, Puerto Rican, Mexican American or Native American minority groups, who collectively make up nearly twenty percent of the population but only ten percent of physicians. Up to thirty-five fellows chosen each year receive grants of $6000 each; of that amount $2000 may be spent on an internship under the guidance of an experienced biomedical researcher. Candidates must be nominated by the dean of their medical school and demonstrate academic achievement, leadership, and potential for playing a responsible role in academic medicine.

The Pat and Kathryn Brown Scholarship
The Brown Scholarship, established in 1970 through a bequest from A. Pat Brown of High Point, North Carolina, provides scholarship aid to qualified students attending The University of North Carolina at Chapel Hill School of Medicine.

The James Bell Bullitt Award
The James Bell Bullitt Award, given for the first time in 1962, honors Dr. Bullitt, formerly professor of Pathology, who was a member of the faculty of the School of Medicine from 1913 to 1947. Consistent with Dr. Bullitt's contributions to the School of Medicine, the award provides an opportunity for recognizing unusual achievements or contributions to the medical school community by a member of the senior class.

The Charles H. Burnett Scholarship
The University of North Carolina Medical Parents' Club established the Burnett Scholarship to honor Dr. Charles H. Burnett, the first chair of the Department of Medicine in the four-year school and former professor of Medicine. The scholarship is awarded annually to an entering medical student on the basis of merit and need.

The Thomas Collum Butler Scholarship
Established in 1982 in honor of Dr. Thomas C. Butler's distinguished service and research career at this University, the scholarship supports candidates in the combined M.D./Ph.D. program. The primary basis for the award is merit and potential rather than need. Recipients of the scholarship are selected by the director of the M.D./Ph.D. program with the advice of the director's Advisory Committee. The scholarship provides a stipend of $5,000 in addition to $1,300 to be used for tuition and fees.

***Carolina Country* Family Medicine Scholarship**
James A. Chaney, editor of the *Carolina Country Reader*, in conjunction with the Moore Publishing Company of Durham, North Carolina, established the *Carolina Country* Family Medicine Scholarship in 1975 to encourage medical students to become family doctors serving rural patients.

The Ciba-Geigy Award
The CIBA Award, established in 1973, consists of a complete set of the Netter CIBA Medical Illustrations in seven volumes, which is given to the sophomore medical student who is selected by a ballot of the second-year class and a review of the Student Awards Committee.

The Gilbert J. Cuthbertson, M.D. and Megan C. Danton, M.D. Memorial Award
The senior class selects students who exhibit the personal qualities that will make them better physicians and presents them with the Cuthbertson and Danton Memorial Award. Qualities required include caring for others, ability to make people smile, joy in living, and especially a quiet compassion for all humankind.

The Frank Lee Dameron Award
The Class of 1975 established the Frank Lee Dameron Award in memory of their classmate in recognition of his achievements as a medical student and his commitment to return to his hometown in a medically deprived area of the state to practice medicine. The recipient(s) is a member of the third-year class who is a student(s) in good standing committed to practicing primary care medicine in a rural or medically deprived area of the state.The recipient(s) is selected by a ballot of the third-year class and a review of the Student Awards Committee.

Doctor of Medicine with Honors, Distinction, Honors and Distinction, Highest Honors, or Highest Honors and Distinction
The criteria for these awards are explained in the Medical Degrees subsection of the Admissions section.

Edwards-Hobgood Distinguished Scholarship and Awards
These awards are renewable for all four years and vary fro $500 to $7000 per year. One scholarship, the Edwards-Hobgood Distinguished Scholar Award, recognizes an entering medical student for both academic excellence an ability to become a distinguished physician. This scholarship covers tuition, fees, and some living expenses. The other awards are based on the need of any student who h the potential to become an excellent physician. The dono established the fund that supports the awards in consider tion of his interest in medical education as one means of bettering humanity and also because of his desire to help worthy young men and women who would otherwise be unable to attend medical school at The University of No Carolina at Chapel Hill.

The Excellence in Emergency Medicine Award
The Society for Academic Emergency Medicine presents this award recognizing the student who excelled in emergency medicine.

The Exceptional Financial Need Scholarship for First-Year Students
Authorized by Congress in 1976, the scholarship provide full payment of tuition, fees, and books, plus a generous twelve-month stipend for the first year only. Recipients a chosen from first-year applicants for financial aid who d ument exceptional need. Only a small number of these scholarships is available each year depending upon funds appropriated by Congress.

The S. M. and H. H. Fleishman Scholarship
The scholarship assists needy medical students in contin ing and completing their medical education.

Christopher C. Fordham Award
The Fordham Award was established in honor of Dr. Fordham for his outstanding and creative leadership in medical and higher education. He was a former dean of medical school, vice chancellor for Health Affairs, and chancellor of the University. This award recognizes a gra ating student for outstanding and creative leadership at medical school. Nominations for this award are solicited from the chairs of the departments based on their facult recommendations, the members of the senior class, and senior class advisers.

he Dennis Luther Fox Memorial Scholarship

hrough a gift to the Medical Foundation of North arolina, Inc., Dr. Dennis Bryan Fox, medical Class of 35, established the Fox Memorial Scholarship in memory his uncle, Dr. Dennis Luther Fox, who practiced medi- ne for over fifty years in Randolph County. According to e donor, "The recipient of the scholarship should be a sident of North Carolina, of good moral character, and ould have manifested satisfactory scholastic ability."

mily Medicine Student Award

ch year the Department of Family Medicine presents a dent award to one or two senior medical students in cognition of their accomplishments and their dedication the ideals of family medicine. Students are selected on e basis of their embodiment of the principles of family edicine, service, intention of practicing family medicine, d overall scholarship.

reign Fellowships

e School of Medicine has a small number of fellowships ilable to pay for travel expenses and furnish partial sup- rt for medical students who wish to have an elective clin- l or research experience in another country. One of the lowships is reserved each year for two students selected a clinical experience at the Warwick Hospital in gland. Students who wish to compete for one of the fel- vships should submit a proposal to the Student Awards mmittee, Office of Academic and Student Programs, ting the type of experience desired, the foreign sponsors, es, and objectives in terms of overall as well as specific ls.

Herbert H. Fritz Special Merit Award Fund

e widow of Dr. Fritz established the award fund in his mory in 1983. This award is based on academic merit l is awarded each year to a medical student.

e Dr. William Hunt Hall Memorial Scholarship

rough his will in 1959, W. Hunt Hall Jr. established the ll Memorial Scholarship in memory of his father, Dr. lliam Hunt Hall, medical Class of 1855, a Confederate ran, and a practicing physician in New York City. ording to the provisions of the bequest, "The trustees directed to allocate the income from the principal, to be l by the said trustees of The University of North olina at Chapel Hill for the medical education of wor- students who, in their judgment, are in need of finan- assistance."

The Heusner Pupil Award

This award was established in 1964 by friends of the late Dr. A. Price Heusner, who was professor of Surgery from 1952-56 and then professor of Anatomy until his death in 1963. A special faculty committee selects the recipient, "a member of the rising fourth-year class who shall show a great capacity to grasp the principles of science, to heal the sick, to comfort the troubled, and to be humble before God."

The Howard Holderness Fellowship Program

The Holderness Fellowship Program was established in October 1980 by the Howard Holderness family to provide outstanding medical students with an award that would serve as an incentive and career-shaping factor at a stage in their career when they are still uncommitted. The awards support student's research and scholarly work and covers the cost of travel to other institutions for the purpose of broadening scholarly activities or for presentations of the results of studies. Under special circumstances the award might be used to purchase equipment or laboratory supplies to support specific research programs. Ten to twelve students are selected yearly for the $3,000 awards. Financial need is not considered. Recipients may reapply annually. Nominees are selected by a screening committee appointed by the dean of the School of Medicine and final selection is made by the Holderness Fellowship Committee.

Janet M. Glasgow Memorial Achievement Citation

The Glasgow Citation is presented by the American Medical Women's Association, Inc. to women who graduate from the School of Medicine in approximately the top 10 percent of their class.

Janet M. Glasgow Memorial Award

The Glasgow Memorial Award is presented by the American Medical Women's Association, Inc. to the woman who graduates from the School of Medicine with the highest academic attainment in her senior class.

The John D. Idol Memorial Scholarship Fund

A bequest from John D. Idol of the class of 1934 set up the Idol Memorial Scholarship Fund to aid worthy students in the schools of Medicine and Religion.

Judith Joklik Award

The Joklik award, established in 1975 by the family of Mrs. Judith Joklik, recognizes an outstanding contribution to cancer research by a medical student. A faculty committee chooses the recipient by judging submitted papers. The award, not necessarily given annually, serves to honor an outstanding contribution in cancer research.

The Mrs. Augustus H. Jones Scholarship
Mrs. James H. Parker of New York City created the Jones Scholarship in 1930. Failing a recommendation from either Mrs. Parker or the New York chapter of the Daughters of the Confederacy, the president of the University appoints a recipient, with preference given first to the relatives of the late Dr. James H. Parker and second to the relatives of the donor.

The James Craig Joyner Foundation Scholarship Fund
A gift from the James Craig Joyner Foundation of New York City created the Joyner Foundation Scholarship Fund in 1961 and a second gift from the foundation significantly increased the fund in 1972. Dr. James Craig Joyner enrolled in the University from Princeton, North Carolina and entered the School of Medicine in 1914.

The Sarah Graham Kenan Scholarship Fund
Established in 1975 to honor the memory of Sarah Graham Kenan of Wilmington, North Carolina, the scholarship fund provides financial assistance to a worthy student in the School of Medicine.

The Kennedy Scholarship
Dr. Edward C. Curnen Jr., former professor of Pediatrics in the School of Medicine, helped to form the Kennedy Scholarship from a bequest by the late Robert S. Kennedy, an old family friend of Dr. Curnen. The scholarship, which dates from 1960, honors the memory of Mr. Kennedy's sister Margaret Jane Kennedy Osborne and his brothers Maxwell Kennedy and Robert S. Kennedy.

The Michiko Kuno Research Award
The Michiko Kuno Research Award was established in 1975 in honor of the late Mrs. Michiko Kuno, wife of Dr. Motoy Kuno, professor of Physiology. The cash award is given to the student whose research paper and presentation at the annual Student Research Day is judged best by a student/faculty committee.

The Lange Award
The recipient of the Lange Award is selected for consistently high academic achievement. The award is given at the end of the second and fourth years of medical school.

The Deborah Cushing Leary Award
The Deborah Cushing Leary Award was established in 1958 in honor of the late Dr. Deborah Cushing Leary, associate professor of Obstetrics and Gynecology at the UNC-Chapel Hill School of Medicine for the period 1952-57. This award is given to the student whose paper is judged by a faculty committee to be the best paper submitted for consideration in the Medical School Student Research Paper Program.

The Lock Fund Scholarship
The Lock Fund was established in 1985 to provide schola ships to medical students, with preference given to Guilford County residents who have an interest in pediatrics.

The Dr. W. Lunsford Long Jr. Scholarship
Friends of Dr. W. Lunsford Long Jr. of the medical Class of 1942, contributed to the establishment of the scholarship in his memory in 1963. Dr. Long was a practicing physician in Raleigh and a member of the faculty of the UNC-Chapel Hill School of Medicine.

The Dr. John A. Lowder Memorial Scholarship
Mr. and Mrs. S. Ray Lowder of Lincolnton, North Carolina created the Lowder Memorial Scholarship in 1961 in memory of their son, Dr. John A. Lowder, medi Class of 1956. The income from the Memorial Fund, established within the Medical Foundation of North Carolina, Inc. by Dr. Lowder's classmates, friends, and family, is used for an annual scholarship to a deserving a needy student in the School of Medicine.

The William de B. MacNider Award
The William de B. MacNider Award was established by second-year class of 1950 and consists of public commen dation of a sophomore medical student(s) who is nomina ed by classmates and selected by the Student Awards Committee for various traits of good character typified b Dr. "Billy" MacNider during his fifty-one years as teache and physician at The University of North Carolina at Chapel Hill. A plaque hangs in MacNider Building and inscribed each year with the name of the recipient.

The Charles S. Mangum and Charles S. Mangum Jr. Scholarship
According to the terms of his will, the estate of Charles Mangum Jr. established the Mangum Scholarship in 197 Half of new income from this trust is used for scholarshi by the School of Medicine and the remaining half for scholarships by the School of Law.

The Isaac Hall Manning Award
The Isaac Hall Manning Trust Fund was established in 1954 by an anonymous donor to honor Dr. Isaac Hall Manning, who served the School of Medicine as profess of Physiology and dean from 1905 to 1933. The fund p vides an annual award to the members of the graduating class who are nominated by the faculty and selected by t Student Awards Committee for scholarship, character, le ership, initiative, and original investigative work.

ne Isaac Hall Manning Scholarship Fund
memory of their father, Dr. Isaac Hall Manning, medical ass of 1895 and dean of the medical school from 1905 to 33, John T. Manning, Dr. Isaac H. Manning Jr., and oward E. Manning, alumni of the University of North rolina at Chapel Hill, established the scholarship fund, nich was significantly increased in 1974 by a gift from the rah Graham Kenan Foundation. The income from the id is awarded annually to a student in the School of edicine of The University of North Carolina at Chapel ll on consideration of scholarship and need.

ie C. Knox Massey Medical Scholarship
ablished in 1964 by Mr. C. Knox Massey, undergradu- Class of 1925, in memory of his father, C. W. Massey, dergraduate Class of 1888, and Mr. C. T. Council, phar- cy Class of 1907, the scholarship is awarded to a worthy dical student, preferably from Durham County.

e David A. Mayberry Award
e David A. Mayberry Award is given to the graduating ior who during any period of clinical training within the partment of Pediatrics has demonstrated exceptional nan qualities and clinical scholarship in the care of chil- n with cancer. A special faculty committee selects the pient.

McGraw Hill Book Award
award is given to two first-year students with outstand- academic performance.

L. P. McLendon Scholarship
equest from Major L. P. McLendon, law school Class of 2, and gifts received by the Medical Foundation of th Carolina, Inc. established the scholarship in 1968. income from the fund is awarded yearly to a deserving lical student, preferably from the counties of Durham, lford, Orange, or Anson.

George Holliday McLeod Scholarship
McLeod family established this scholarship in 1983, funds to be awarded to a deserving entering medical ent who is committed to study at the UNC-Chapel School of Medicine.

Medical Alumni Loyalty Fund Merit Awards
Medical Alumni Association of The University of h Carolina at Chapel Hill recognizes students with the est academic records at the completion of the first, sec- and third years of study. The awards are funded by the lty Fund and presented to two students following the ınd second years and to any number who qualify fol- ig the third year.

These scholarships have been made possible through gifts from alumni and friends of the School of Medicine.

Medical Alumni Loyalty Fund Scholarships
The Loyalty Fund supports four scholarship programs: five four-year scholarships for first-year medical students, nine yearly scholarships for fourth-year medical students; three yearly scholarships each for second- and third-year medical students, and one yearly scholarship for a medical allied health student. The awards are $2,700 (1994) and will be applied to tuition and fees. Students are selected from a range of backgrounds, experiences, and aspirations. Selection criteria include academic standing, service to humanity, breadth of personal and educational experience, evidence of financial need, and diversity among recipients An additional criterion for fourth-year students is a demonstrated interest in a primary care career. A pool of qualified first-year applicants is selected by the Offices of Admissions and Student Affairs. Second-, third-, and fourth-year applicants are peer nominated, and a paper is required. The Loyalty Fund Scholarship Committee reviews and selects the recipients, who are announced at the annual Whitehead Lecture.

The Medical Faculty Award
The Medical Faculty Award, established in 1971, is given to the graduating senior selected for contributing in an outstanding way as a student, scholar, and member of this medical community. The medical faculty nominates fourth-year students and also contributes the funds for the awards. The Student Awards Committee selects the recipients.

The Merck Awards
The Merck Awards are presented annually to four students judged by a faculty committee to deserve recognition for contributions to the medical school community. The award consists of manuals engraved with the names of the recipients.

The C. V. Mosby Company Book Awards
The C. V. Mosby Company Book Awards are presented annually by the Mosby Publishing Company. These awards consist of the presentation of a current medical book to three outstanding students in the School of Medicine.

The North Carolina Academy of Family Physicians Memorial Scholarship Fund
Funds are available for loans and a limited number of scholarships to help defray educational expenses of worthy medical students selected by the trustees of the fund. Preference is given to students who have demonstrated an interest in pursuing a career in family practice.

Any student enrolled at an accredited medical school located within the state of North Carolina is eligible to make application to the trustees, requesting financial assistance in meeting educational expenses incurred in the continuation of a medical education. The trustees review all such applications and select the recipients. Inquiries should be directed to the Executive Director, North Carolina Academy of Family Practice, 1002 Wake Forest Road, Raleigh, N.C. 27604.

Dr. William Jennings Bryan Orr Memorial Scholarship
Contributions and gifts from various donors in memory of Dr. William Jennings Bryan Orr, who attended the School of Medicine from 1915-17, established the scholarship in 1977. The scholarships aid premed or medical students, preferably from eastern North Carolina.

The John R. Paddison Student Aid Fund
A bequest from Dr. John R. Paddison, medical Class of 1900, established the student aid fund as an expression of appreciation to the members of the medical school faculty of The University of North Carolina at Chapel Hill, and particularly as an expression of high regard for Dr. Richard Whitehead, professor of Anatomy and dean of the medical school from 1890 to 1905, and Dr. Charles S. Mangum, professor of Anatomy and dean of the medical school from 1933 to 1937. The income from the fund is awarded yearly as a scholarship to a medical student in need of financial assistance and a resident of North Carolina.

The Parker Scholarship
Mrs. James Henry Parker, through the James Parker chapter of the New York division of the United Daughters of the Confederacy, established the Parker scholarship in 1930 in memory of her husband, the late Dr. James Henry Parker. The award is made annually upon recommendation of Mrs. Parker during her lifetime and thereafter upon recommendation of the New York chapter of the United Daughters of the Confederacy. In default of a recommendation from either of these sources, the president of the University may designate the recipient.

The Riggins Scholarship
The Riggins Scholarship was established through a gift to the Medical Foundation of North Carolina, Inc., by Dr. and Mrs. H. McLeod Riggins of New York City to honor Dr. Riggins' younger brother, the late Dr. John C. Riggins. Dr. H. McLeod Riggins was a member of the Class of 1922 of the medical school of The University of North Carolina at Chapel Hill. This scholarship is a merit award given to a rising junior student and based on excellence of academic performance since entering medical school.

The Sandoz Award
The Sandoz Award, established by Sandoz, Inc. in 1975, i given to a fourth-year medical student in recognition of superior academic achievement and contributions to healt care. The award consists of a check and an engraved plaque.

The Dr. Oscar L. Sapp Memorial Scholarship Fund
Established in 1981 in memory of Dr. Oscar L. Sapp, cla adviser, the scholarship is awarded to a rising fourth-year medical student who has completed clinical work for the third year and demonstrated financial need. Drs. F. Danie Jackson and Elizabeth H. Jackson of the medical Class of 1973 established the fund.

The Dr. Eli R. Saleeby Fund
The income from the Saleeby Fund, established in 1966 Dr. Eli R. Saleeby, medical Class of 1920, can be used at the discretion of the dean for student aid.

The Sigmund Sternberger Scholarships
The Sigmund Sternberger Foundation, Inc. of Greensbo North Carolina established the scholarships in 1970 in t form of an annual gift. The late Sigmund Sternberger wa prominent industrialist associated with Cone Mills Corporation and engaged in textile manufacturing in Greensboro. He was one of the leaders in the civic, religious, and cultural activities of Guilford County and was deeply devoted to assisting persons in the community w but for his help would not have been able to realize their full potential. The scholarships are awarded to deserving students who are residents of North Carolina and who a genuinely interested in practicing medicine in the state.

Cecil G. Sheps Award in Social Medicine
Established in 1987 in honor of Dr. Cecil G. Sheps, dist guished professor emeritus of the Department of Social Medicine at the UNC-Chapel Hill School of Medicine, award recognizes a fourth-year medical student who demonstrates academic excellence and practical commitment to the principles of social medicine during undergraduate medical school. A faculty committee in the Department of Social Medicine judges academic excelle by performance in the course offerings in social medicin and practical commitment by involvement in a research project that seeks to extend the understanding of an asp of social medicine or by clinical work that promotes the application of social medicine principles.

The Student Stores Scholarships
Established to recognize academic merit for honors received in medical school, these scholarships are grante without regard to financial need. As awards are made, a funds must be considered to comply with federal requirements.

ne Dr. John Cotton Tayloe Scholarship

earing the name of the loyal alumnus, medical Class of 20, active trustee, and long-time friend of The University North Carolina at Chapel Hill, this scholarship was ade possible by a bequest to the Medical Foundation of orth Carolina, Inc. by Dr. Tayloe and was awarded for e first time in 1964.

ne Isaac M. Taylor Scholarship

ne University of North Carolina Medical Parents' Club ablished the scholarship in 1971 to honor Dr. Isaac ontrose Taylor, dean of the School of Medicine from 64 to 1971. The scholarship is awarded annually to a edical student on the basis of merit and need.

ne George C. Thrasher Jr. Award in Psychiatry

ne George C. Thrasher Jr. Award was established in 1965 the Department of Psychiatry to be "given annually to t member of the graduating class who, during his or her dical school experience, shows the most outstanding permance and ability in psychiatry." A special committee in Department of Psychiatry selects a student for recomndation to the faculty committee on awards.

e Adam Thorp Memorial Scholarship

group of Dr. Thorp's friends in eastern North Carolina ablished the scholarship in 1960 in Dr. Thorp's memory. Thorp, medical Class of 1919, was president of the mni Association during the period 1956-57. The scholip, funded through contributions to the Adam Thorp morial Fund of the Medical Foundation of North olina, Inc. is awarded to worthy students of medicine in ncial need.

Upjohn Award

969 the Upjohn Company established an award to per- the recognition of a graduating senior for distinguished ice in student affairs. The award consists of a check and ngraved plaque.

is Nelson West and Betsy John Haywood West olarship Fund

will of Betsy John Haywood established the fund in 6 to be used for scholarships for a person or persons nding the medical school or for a person majoring in field of mathematics at The University of North olina at Chapel Hill.

nack-Whitson Foundation Scholarships

Womack-Whitson Scholarships were established in 3 to provide payment of tuition for four years for two ents each year at The University of North Carolina at Chapel Hill School of Medicine. The recipients are selected by the Womack-Whitson Foundation. Continuation of the scholarship beyond the first year depends on the maintenance of an acceptable record of performance in the medical school.

The Dr. Thomas Woodfin Sumner Memorial Scholarship Fund

In memory of Dr. Thomas Woodfin Sumner, his wife Mrs. Grace A. Sumner, established the scholarship fund through a bequest. Dr. Sumner of Hendersonville, North Carolina attended the School of Medicine from 1906 to 1908 and dedicated fifty years to the practice of medicine.

The Dr. Hillory M. Wilder Scholarship Fund

The will of Mrs. Celeste Wilder Blake established the scholarship fund in memory of her father, Dr. Hillory M. Wilder of Charlotte, North Carolina, undergraduate Class of 1846. Beginning in 1963 the income from this endowment has been used for scholarships to aid students in need of financial assistance in the pursuit of study for the medical profession. The dominant purpose in awarding these grants is to "produce the greatest benefit in the advancement of the science of medicine among residents of North Carolina and the alleviation of human suffering in North Carolina."

The Daniel T. Young Peace and Social Justice Award

The Young Award recognizes a student dedicated to the advancement of peace and social justice.

Faculty Awards

The Battle Distinguished Excellence in Teaching Award

This award was established in 1985 for excellence in teaching. Faculty are nominated by departments and students and the two recipients are selected by a vote of the student body. This award is presented at the annual Whitehead Lecture.

The Best Clinical Clerkship

This award was established in 1985 to recognize the clinical clerkship that contributed most to the education of third-year medical students. The award is presented at the annual Whitehead Lecture.

The CCB Excellence in Teaching Award

This award was established in 1973 for excellence in teaching. Faculty are nominated by departments and students and the recipient is selected by a vote of the student body. The award is presented at the annual Whitehead Lecture.

The Henry C. Fordham Award
This award was established by the senior class of 1958 in honor of the late Dr. Henry C. Fordham, resident in medicine at the North Carolina Memorial Hospital 1957-58. The seniors grant this award annually to a member of the house staff "in recognition of the qualities of patience, humility, and devotion to medicine as were possessed by Dr. Fordham."

Distinguished Faculty Awards
The Medical Alumni Association established this award to be given each year beginning in 1978 to a full-time UNC-Chapel Hill faculty member for excellence in teaching, contributions to medicine in the state, leadership in continuing education of practicing physicians, and accomplishments in improving communications between faculty, alumni, and people of the state.

Distinguished Service Award
This award was established in 1955 on the seventy-fifth anniversary of the founding of the medical school to recognize those who contributed importantly to the establishment and early growth of the four-year medical school. The award was designed to honor alumni whose distinguished careers and unselfish contributions to society have added luster and prestige to the University and its medical school.

Freshman Basic Science Course Award
This award was established in 1985 to recognize a course in the first-year basic sciences that was effectively organized, skillfully taught, and contributed most to the education of first-year medical students. The award is presented at the annual Whitehead Lecture.

Freshman Basic Science Teaching Award
This award was established in 1985 to recognize a faculty member from the medical basic sciences who has contributed in a particularly effective and devoted manner to the education of first-year medical students. The award is presented at the annual Whitehead Lecture.

The Outstanding Intern Award
In 1963 the junior class selected the intern who had been most helpful to their class and presented the intern with a book in the intern's specialty. Subsequent classes have continued this practice.

The Kaiser-Permanente Excellence in Teaching Award
This award was established in 1985 for excellence in teaching. Faculty are nominated by departments and students and the recipient is selected by a vote of the student body. The award is presented at the annual Whitehead Lecture.

The Professor Award
The Professor Award was established by the senior class o
1956. Each recipient receives an individual engraved
plaque, which is presented at the Senior Awards Ceremon
The inscription of the plaque reads, "This award is preser
ed annually by the graduating class of The University of
North Carolina School of Medicine to that faculty memb
who by his willingness, understanding, and ability has co
tributed most to our medical education."

Sophomore Basic Science Course Award
This award was established in 1985 to recognize a course
in the second-year basic sciences that was effectively orga-
nized, skillfully taught, and contributed most to the educ
tion of second-year medical students. The award is preser
ed at the annual Whitehead Lecture.

Sophomore Basic Science Teaching Award
This award was established in 1965 by the sophomore cl
to recognize a faculty member from the medical basic sci
ences who has contributed in a particularly effective and
devoted manner to the education of second-year medical
students. The award is presented at the annual Whitehea
Lecture.

The Whitehead Lecturer
A certificate is given in recognition of distinguished cont
bution to the science and art of medicine, and thereby d
ignates the recipient an Honorary Member of the
Whitehead Society on the occasion of the Richard H.
Whitehead Lecture.

Honors and Awards Graduating Class of 1994

Dual Degree Candidates
M.D./Ph.D
Margaret Mary Matthews, Susan Smith Smyth, and Herbert Charles Whinna

M.D./M.P.H.
Rebecca Lynn Benton
Michelle Jeanine Moore-Taylor
Claes Erik Michael Oldenburg
Lanetta Bronte Thorpe
Marion Dennis Thorpe Jr.
Julie Lamar Wynne

Honors Degrees
Doctor of Medicine with Highest Honors and Distinction
Howard Ian Savage

Doctor of Medicine with Highest Honors
Helen Rose Bellar
Tushar Nandlal Shah

Doctor of Medicine with Honors and Distinction
Hilary Houghton Timmis Jr.

octor of Medicine with Honors
aura Hinkle Bachmann
illiam Laurence Barrett
my Susan Bingham
arlene Sayoc Calderon
rendan James Carmody
eith Chae Kim
olly Ann Mallett
sa Michelle Owens
onald Ian Smith
arolyn Lee Taylor
enry Thomas Walke Jr.
ile Harding Williamson
arlton Jude Zdanski

octor of Medicine with Distinction
bin P. Bowers Hicks
nt Williams Kercher
ary Jean Teague
nes Alan Thompson

tudent Awards and Honors

UW Educational Foundation Selected ofessions Scholarship
rolyn Patricia Pearsall

pha Omega Alpha Medical Honor Society
-Presidents: Wendi Mehler Carlton*,
ary Jean Teague*
ace Thompson Ayscue
ura Hinkle Bachmann
len Rose Bellar*
bra Lynn Bynum
rlene Sayoc Calderon
ndi Mehler Carlton*
ate Vijay Ghate
lliam Harold Goodnight III
talie Sandra Gould*
bin P. Bowers Hicks*
nt Williams Kercher*
nneth Charles Lennon
lissa McIntire Lutz*
lly Ann Mallett
th Lyndon McCormick*
ndy Kay Waters McNeill
chael William Meredith*
an Martin Park*
ward Ian Savage*
in Purushotham Shenoy*
hy Marie Soldato-Couture*
olyn Lee Taylor
ry Jean Teague*
es Alan Thompson*
ary Houghton Timmis Jr.*
ela Lynn Yount

*cted junior year

mni Loyalty Merit Award
ra Hinkle Bachmann
n Howard Black
Helen Brice
lene Sayoc Calderon
ndi Mehler Carlton
liam Harold Goodnight II

Robin P. Bowers Hicks
Kent Williams Kercher
Keith Chae Kim
Melissa McIntire Lutz
Wendy Kay Waters McNeill
Howard Ian Savage
Carolyn Lee Taylor
Hilary Houghton Timmis Jr.

Janet M. Glasgow Memorial Scholarship
Robin P. Bowers Hicks

Janet M. Glasgow Memorial Achievement Citations
Laura Hinkle Bachmann
Debra Lynn Bynum
Marlene Sayoc Calderon
Wendi Mehler Carlton
Wendy Kay Waters McNeill
Susan Martin Park
Claudia Chanlett Prose
Carolyn Lee Taylor
Mary Jean Teague
Pamela Lynn Yount

W.R. Berryhill Merit Scholarship 1993
Hilary Houghton Timmis Jr.

Board of Governors Medical Scholars
Charles Robert Beltz III
Terri Elizabeth Blackmon
Charles Fitzgerald Bratton
Lisa Armsrees Gillespie
Tasha Bradette Jiles
David Anson Martin Jr.
Michelle Jeanine Moore-Taylor
Constance Mathis Olatidoye
Chandra Yvette Smith
Ricky Eugene Stallings
Nnaemeka Maduka Umerah
Pamela Lynn Yount

Terri Brenneman Award
Kim Paoling Chen and Terry Gail Kaplan

James Bell Bullitt Award
Jane Helen Brice

Ciba-Geigy Award
Michael Eugene Brame, 1991-92 and
Henry Thomas Walke Jr., 1991-92

Gilbert Cuthbertson and Megan Danton Memorial Award
Wendi Mehler Carlton and John David Ward II

Frank Lee Dameron Award 1992-93
Vanessa Lee McPherson

Distinguished Medical Scholars
Helen Rose Bellar
Howard Ian Savage
Tushar Nandlal Shah

Excellence in Emergency Medicine Award
Nazir Ahmed Adam

Family Medicine Award
Terry Gail Kaplan and John David Ward II

Christopher C. Fordham III Award
James Alan Thompson and Bristol Rouse Winslow

Foreign Fellowship Awards
Laura Hinkle Bachmann
Kim Paoling Chen
Jacqueline Marie Heder
Kathleen Giblin Hill
Claes Erik Michael Oldenburg
Susan Martin Park
Jose Luis Plaza
Lisa Ann Rietz
Carrie Antoinette Sheek
James Alan Thompson
Nnaemeka Maduka Umerah
Henry Thomas Walke Jr.

Herbert H. Fritz Special Merit Award
Hilary Houghton Timmis Jr.

Heusner Pupil Award
William Harold Goodnight III
Walter Howard Hall
Kathleen Giblin Hill
Mary Margaret Matthews
Chandra Yvette Smith
James Alan Thompson

Edwards Hobgood Distinguished Scholar
Erich Gerhard Buehler

Ford/National Medical Association Scholarship
Gerald Bernard Taylor

Howard Holderness Fellowships
Brian Eugene Brigman
Clarence Roger Coleman
Frank Alan Frenduto
Sujata Vijay Ghate
Susan Rupp Mims
Nitin Purushotham Shenoy
Jorge Alberto Simental
Chandra Yvette Smith
Herbert Charles Whinna

Howard Hughes Medical Institute—National Institutes of Health Research Scholars Program
Brian Eugene Brigman, 1992-93
Lisa Michelle Owens, 1991-94

W.K. Kellogg Foundation Fellowship in Community Medicine
Jacqueline Yvonne Campbell

Lange Medical Publications Student Award
Hilary Houghton Timmis Jr. 1993-94

Loyalty Fund/J.S. Gaul Merit Award
Marlene Sayoc Calderon, 1992-93
Howard Ian Savage, 1991-92
Carolyn Lee Taylor, 1991-92

William DeB. MacNider Award
Wendi Mehler Carlton, 1991-92

Isaac Hall Manning Award
Marlene Sayoc Calderon and Howard Ian Savage

David A. Mayberry Award
Peter Tice Chu and Robin P. Bowers Hicks

March of Dimes Birth Defects Foundation's Summer Science Research Program Award
Cathy Marie Soldato-Couture

McGraw-Hill Book Award
Helen Rose Bellar, 1989-90 and Keith Lyndon McCormick, 1990-91

Medical Faculty Award
Wendi Mehler Carlton and Kathleen Giblin Hill

Merck Manual Award
Vanessa Lee McPherson
Susan Rupp Mims
Lisa Michelle Owens
Terry Stanin Strand

Merit Awards
Grace Thompson Ayscue
Laura Hinkle Bachmann
William Laurence Barrett
David Allen Bartholomew
Helen Rose Bellar
Amy Susan Bingham
Evan Howard Black
Jane Helen Brice
Erich Gerhard Buehler
Debra Lynn Bynum
Marlene Sayoc Calderon
Wendi Mehler Carlton
Brendan James Carmody
Jennifer Eisenmenger Charlton
Kim Paoling Chen
Amy Elizabeth Frey
Sujata Vijay Ghate
William Harold Goodnight III
Natalie Sandra Gould
Wendy Jean Grant
Walter Howard Hall
Laura Kay Hardin
Jacqueline Marie Heder
Robin P. Bowers Hicks
Kathleen Giblin Hill
Lawrence Bradford Hurst
Karolyn Kaye Kabir
Kent Williams Kercher
Keith Chae Kim
Donald Lee Lawson
Kenneth Charles Lennon
Roy Sheldon Lewis
Melissa McIntire Lutz
Holly Ann Mallett
Keith Lyndon McCormick
Wendy Kay Waters McNeill
Vanessa Lee McPherson
Michael William Meredith
Susan Rupp Mims
Lisa Michelle Owens
Susan Martin Park
Claudia Chanlett Prose
Jennifer Lucille Reed
Lisa Ann Rietz
Howard Ian Savage
Nitin Purushotham Shenoy
Donald Ian Smith
Cathy Marie Soldato-Couture
Ricky Eugene Stallings
Robert Thomas Stone Jr.
Terry Stanin Strand
Carolyn Lee Taylor
Mary Jean Teague
James Alan Thompson
Hilary Houghton Timmis Jr.
Henry Thomas Walke Jr.
Cile Harding Williamson
Pamela Lynn Yount
Carlton Jude Zdanski

Minority Student Summer Research Fellowship
Jorge Alberto Simental

Roche Poster Presentation Award—Third Place National Student Research Forum
Clarence Coolidge Coleman

Sandoz Award
Hilary Houghton Timmis Jr.

Scott Neil Schwirck Fellowship for Medical Student Research
Ryan Anthony Brown

Cecil G. Sheps Award in Social Medicine
Grace Thompson Ayscue

George C. Thrasher Award
Lawrence Bradford Hurst

Upjohn Award
Gerald Bernard Taylor

Warwick Fellowships
Lisa Armsrees Gillespie and Vanessa Lee McPherson

Womack-Whitson Foundation Scholars
Anthony Onuora Edozien and Natalie Sandra Gould

Daniel T. Young Peace and Social Justice Award
Henry Thomas Walke Jr.

Faculty Awards and Honors

The Hyman L. Battle Distinguished Excellence in Teaching Award in the Basic Sciences 1992-93
Douglas M. Lay, Ph.D.
Associate Professor of Cell Biology and Anatomy

The Hyman L. Battle Distinguished Excellence in Teaching Award in the Clinica Sciences 1992-93
James H. Scatliff, M.D.
Professor of Radiology

Best Clinical Clerkship 1992-93
Department of Medicine
P. Frederick Sparling, M.D., Chair
J. Herbert Bate Professor of Microbiology and Immunology

The Central Carolina Bank Excellence in Teaching Award
Gerry S. Oxford, Ph.D.
Professor of Physiology

Distinguished Faculty Award
Frank C. Wilson, M.D.
Kenan Professor of Surgery

Distinguished Service Awards
George H.V. Cecil
J. Larry Jameson, M.D., Ph.D.
Samuel G. Jenkins, M.D.
John C. Parker, M.D. (posthumous)

Henry C. Fordham Award 1993-94
Eric S. Rosenberg, M.D.
Resident in Medicine

Freshman Basic Science Teaching Award 1992-93
P. Kay Lund, Ph.D.
Professor of Physiology and Pediatrics

Freshman Basic Science Course Award 1992-93
Medical Neurobiology
Paul B. Farel, Ph.D.
Professor of Physiology

Kaiser-Permanente Excellence in Teaching Award 1992-93
Peter H. Gilligan, Ph.D.
Associate Professor of Microbiology and Immunology and Pathology

Outstanding Interns 1992-93
Jonathan W. Bekenstein, M.D., Resident in Surgery
Lemuel B. Kirby, M.D., Resident in Surgery
Andy C. Kiser, M.D., Resident in Surger
Thomas C. Logan, M.D., Resident in Surgery

ofessor Award 1993-94
mes A. Bryan II, M.D.
ofessor of Medicine and Social Medicine

phomore Basic Science Teaching Award
92-93
ederic G. Dalldorf, M.D.
ofessor of Pathology and Laboratory
edicine

phomore Basic Science Course Award
92-93
thology and Laboratory Medicine
ederic G. Dalldorf, M.D. and Howard
Reisner, M.D.
fessors of Pathology and Laboratory
dicine

itehead Lecturer 1992-93
J es H. Scatliff, M.D.
fessor of Radiology

nors and Awards aduating Class of 1995

al Degree Candidates
D./Ph.D.
bert Michael Boerner, Stephen Ben
gess, David Richard Shaffer

D./M.P.H.
S anne Lazorick, Katherine Burgan
dows

D./Master of Arts Biology
S uel Wayne Jones

nors Degrees
tor of Medicine with Honors and
tinction
E abeth Anne Kahl
nica Lynn Piecyk

tor of Medicine with Distinction
ua Emil Bernstein
h Young Gessner

tor of Medicine with Honors
ine Marie Antonelli
thia Ann Ballenger
am Kelley Bullard
Roman Chelminski
iam Lloyd Clark
Thomas Edens
hen Andrew Harper
e Frederick Israel
ael David Lauffenburger
elle Lynette Nixon
William Ogle III
ie Pahel-Short
en Lewis Schmidt
d Richard Shaffer
n Roehr Virata

Doctor of Medicine with Highest Honors and Distinction
Elizabeth Ann Creech
Michael Andrew Morgan

Doctor of Medicine with Highest Honors
Eric Scott Bachman
William Scott Burgin
David Alston Chesnutt

Student Honors and Awards

Alpha Omega Alpha Medical Honor Society
Paul R. Chelminski, Co-President 1994-95 and Katherine B. Meadows, Co-President, 1993-94
Jeffrey E. Abrams*
Benjamin S. Alexander
Nadine M. Antonelli
R. Brett Atchley
John D. Barbe
Joshua E. Bernstein*
Barbra P. Bluestone
Paul R. Chelminski*
W. Lloyd Clark
George L. Coppit III
Elizabeth A. Creech*
David B. Dorofi
Richard R. Gessner
Sarah Y. Gessner*
Karen M. Hillery
John B. Holtzapple III*
Elisabeth A. Kahl*
Michael D. Lauffenburger
Katherine B. Meadows*
Michael A. Morgan
Michelle L. Nixon
John W. Ogle III
Linda D. Pegram
Monica Lynn Piecyk*
David R. Shaffer*
Carol G. Shores*
Ketan K. Trivedi
*elected junior year

AOA Student Research Fellowship
Elizabeth Ann Creech, 1993-94
Nicklas Bengt Erik Oldenburg, 1992-93

Medical Alumni Loyalty Fund Merit Awards
Paul R. Chelminski
Elizabeth A. Creech
John B. Holtzapple III
Elisabeth A. Kahl
Monica L. Piecyk

American Academy of Allergy Immunology Summer Fellowship
Elizabeth Ann Creech, 1994-95
Nicklas Bengt Erik Oldenburg, 1993-94

American College of Rheumatology Fellowship
Elizabeth Ann Creech

Janet M. Glasgow Memorial Scholarship
Monica Lynn Piecyk

Janet M. Glasgow Memorial Achievement Citations
Elizabeth Ann Creech
Sarah Young Gessner
Elisabeth Anne Kahl
Katherine Burgan Meadows
Michelle Lynette Nixon
Linda Diane Pegram
Carol Getker Shores

W.R. Berryhill Merit Scholarship 1993
Monica Lynn Piecyk

Board of Governors Medical Scholars
Carol Minnette Gibbs
Christopher Dennard Ingram
Donald Lee Mauney
Gwenevere Charlene Parker
Marilyn Roseann Pearson
Kirby Lamont Saunders
Christopher Jaffa Summers
Latimer Anthony Taylor
Sherri Virginia Taylor
Maria Eva Trent

Terri Brenneman Award
Paul Christopher Hicks

James Bell Bullitt Award
S. Todd Wallenius

Ciba-Geigy Award
Amanda Isabel Slater

Gilbert Cuthbertson and Megan Danton Memorial Award
Amanda Isabel Slater

Frank Lee Dameron Award
Neva Thomas Edens, 1993-94
Mark Donald Piehl, 1992-93
Thomas Spencer Turk, 1993-94

Distinguished Medical Scholars
Eric Scott Bachman
William Scott Burgin
David Alston Chesnutt
Elizabeth Ann Creech
Michael Andrew Morgan

Excellence in Emergency Medicine Award
Christina Lynne Catlett

Family Medicine Award
Neva Thomas Edens, S. Todd Wallenius

Christopher C. Fordham III Award
Joshua Emil Bernstein, David Bryant Dorofi

Community Service Commendation
Barbra Paula Bluestone
Jessica Lauren Gilbertson
Marcus T. Higi
Susan Keyoung Seo
Kelly Marie Waicus
S. Todd Wallenius

Deafness Research Foundation's Ontological Research Fellowship
Stephen Andrew Harper

Deborah C. Leary Award
Elizabeth Ann Creech, 1994-95
Eric Scott Bachman, 1993-94
Nicklas B.E. Oldenburg, 1992-93
Fellowship Program in Academic Medicine for Minority Students
Wesley Gordon Schooler

Foreign Fellowship Awards
Marc David Benevides
Joshua Emil Bernstein
Barbra Paula Bluestone
Paul Herschel Bowman
Neva Thomas Edens
Peter Andrew Elsea
Grace Gibbes Evins
Jennifer Dawn Gibson
Paul Christopher Hicks
Jeffrey Allen Klein
David Ludwell Lanier
Suzanne Lazorick
John William Ogle III
Arati Dhruvkumar Pandya
Linda Diane Pegram
Ritu Raj Sandhu
Irene Shunwo Tsang
Thomas Spencer Turk
Mabel Louise Wong

Herbert H. Fritz Special Merit Award
Carol Getker Shores

Heusner Pupil Award
Joshua Emil Bernstein
Paul Roman Chelminski
Andrea Blythe Dickerson
Mark Anthony East
Richard Ryan Gessner
Carol Getker Shores

Edwards Hobgood Distinguished Scholar
Jon Paul Heiderscheit and Robert Michael Boerner

Howard Holderness Fellowships
Eric Scott Bachman
John David Barbe
Elizabeth Ann Creech
David Bryant Dorofi
Stephen Andrew Harper
Bruce Frederick Israel
Elisabeth Anne Kahl
Michael David Lauffenburger
Brant Kurt Oelschlager
John William Ogle III
Nicklas Bengt Erik Oldenburg
Monica Lynn Piecyk
Mabel Louise Wong

Howard Hughes Medical Institute—National Institutes of Health Research Scholars Program
Bruce Frederick Israel, 1993-94
Angela Margaret Keen, 1993-94
Nicklas Bengt Erik Oldenburg, 1993-95

W.K. Kellogg Foundation Fellowship in Community Medicine
Catrell Monique Owens

Lange Medical Publications Student Award
Elizabeth Ann Creech, 1991-1992
Monica Lynn Piecyk, 1994-95
Joseph Edmond Wagner, 1992-93

Loyalty Fund/J.S. Gaul Merit Award
John Bildsprecher Holtzapple III

Lupus Foundation of America's Gina Finzi Memorial Student Summer Fellowship
Elizabeth Ann Creech

William DeB. MacNider Award
Jeffrey Edward Abrams, 1992-93
Mark Anthony East, 1992-93
Bruce Frederick Israel, 1991-92

Isaac Hall Manning Award
Elizabeth Ann Creech

David A. Mayberry Award
Benjamin Stribling Alexander and John David Barbe

McGraw-Hill Book Awards
Nadine Marie Antonelli, 1991-92
Ronald Brett Atchley, 1991-92
Elizabeth Ann Creech, 1990-91

Medical Faculty Award
Mark Anthony East
John Bildsprecher Holtzapple III

Merck Manual Award
Paul Roman Chelminski
Carol Minnette Gibbs
Douglas John Wyland

Merit Awards
Jeffrey Edward Abrams
Benjamin Stribling Alexander
Nadine Marie Antonelli
Ronald Brett Atchley
Cynthia Ann Ballenger
John David Barbe
Joshua Emil Bernstein
Barbra Paula Bluestone
Miriam Kelley Bullard
William Scott Burgin
Michele Roberts Casey
Paul Roman Chelminski
David Alston Chesnutt
William Lloyd Clark
George Lee Coppitt III
Elizabeth Ann Creech
Christine Robinette Curtis
Stephen Bryan Durham
Neva Thomas Edens
Peter Andrew Elsea
Grace Gibbes Evins
Elizabeth Moody Faircloth
Dade Doudel Fletcher
Richard Ryan Gessner
Sarah Young Gessner
Jennifer Dawn Gibson
John Perry Giffen
Stephen Andrew Harper
Paul Christopher Hicks
Karen Marie Hillery
John B. Holtzapple III
Charles Louis Hulse
Bruce Frederick Israel
Elisabeth Anne Kahl
Angela Margaret Keen
Michael David Lauffenburger
Suzanne Lazorick
Katherine Burgan Meadows
Michael Andrew Morgan
Michelle Lynette Nixon
Brant Kurt Oelschlager
John William Ogle III
Laurie Pahel-Short
Peter Russell Peacock Jr.
Linda Diane Pegram
Monica Lynn Piecyk
Mark Donald Piehl
Cadmus Collins Rich
Stephen Lewis Schmidt
David Richard Shaffer
Sylvia Piqueras Shoffner
Carol Getker Shores
Ketan Kirit Trivedi
Steven Roehr Virata
Joseph Edmond Wagner
Kelly Marie Waicus
Eileen Marylouise Washburn
Mabel Louise Wong
Deidra Evans Woods

Michiko Kuno Research Award
Brant Kurt Oelschlager, 1992-93
Nicklas Bengt Erik Oldenburg, 1992-93

Post Sophomore Pathology Fellowship
Cynthia Ann Ballenger

Riggins Scholarship
Monica Lynn Piecyk

Scott Neil Schwirck Fellowship for Medica Student Research
Elizabeth Ann Creech, 1994-95
Nicklas Bengt Erik Oldenburg, 1993-94

ecil G. Sheps Award in Social Medicine
rbra Paula Bluestone

orge C. Thrasher Award
ecia Lou Williams

ojohn Award
ic Scott Bachman

rwick Fellowship
venevere Charlene Parker

omack-Whitson Foundation Scholar
san Keyoung Seo

niel T. Young Peace and Social Justice ard
ace Gibbes Evins

culty Honors and Awards

e Hyman L. Battle Distinguished cellence in Teaching Award in the Basic ences 1993-94
Kay Lund, Ph.D.
fessor of Physiology and Pediatrics

e Hyman L. Battle Distinguished ellence in Teaching Award in the Clinical ences 1993-94
n K. Nakayama, M.D.
fessor of Surgery and Pediatrics

t Clinical Clerkship 1993-94
partment of Medicine
bert A. McNutt, M.D. and Arthur T.
ns, M.D., Clerkship Directors
rederick Sparling, M.D., Chair

EC Medicine Clerkship Directors
ge J. Gonzalez, M.D. — Wilmington
vid H. Gremillion, M.D. — Wake
nothy W. Lane, M.D. — Greensboro
rvin M. McCall, M.D. — Charlotte

Central Carolina Bank Excellence in ching Award
bert A. Bashford, M.D.
nical Assistant Professor of Psychiatry
Obstetrics/Gynecology

inguished Faculty Award
son A. Bowes, M.D.
essor of Obstetrics/Gynecology

inguished Service Awards
y S. Kirk Fulghum, M.D.
es T. Hedrick
l B. McDevitt, M.D.
night Steel, M.D.
rge T. Wolff, M.D.
e E. Woodbury Jr.

Henry C. Fordham Award 1994-95
Jacques P. Ganem, M.D.
Resident in General Surgery

Freshman Basic Science Teaching Award 1993-94
P. Kay Lund, Ph.D.
Professor of Physiology and Pediatrics

Freshman Basic Science Course Award 1993-94
Medical Neurobiology — Department of Physiology
Paul B. Farel, Ph.D., Course Director
Stanley C. Froehner, Ph.D., Chair

Kaiser-Permanente Excellence in Teaching Award 1992-93
P. Kay Lund, Ph.D.
Professor of Physiology and Pediatrics

Outstanding Interns 1993-94
Jacques Paul Ganem, M.D., Resident in Surgery
Kristina W. Rosbe, M.D., Resident in Surgery
Kirsten McGonagle Wolff, M.D., Resident in Obstetrics/Gynecology
Jonathan R. Workman, M.D., Resident in Surgery

Professor Award 1994-95
John S. Kizer, M.D.
Professor of Medicine and Pharmacology

Sophomore Basic Science Teaching Award 1993-94
Frederic G. Dalldorf, M.D.
Professor of Pathology and Laboratory Medicine

Sophomore Basic Science Course Award 1993-94
Department of Pathology and Laboratory Medicine
Frederic G. Dalldorf, M.D. and Howard M. Reisner, Ph.D., Course Directors
Joe W. Grisham, M.D., Chair

Whitehead Lecturer 1993-94
Harold C. Pillsbury III, M.D.
Thomas J. Dark Distinguished Professor of Surgery

Graduating Class of 1994

Nazir Ahmed Adam
Sallie Ann Attkisson
Jonathan Gregory Austin
Grace Thompson Ayscue
Kurt Christopher Bachmann
Laura Hinkle Bachmann
William Laurence Barrett
David Allen Bartholomew
Helen Rose Bellar
Charles Robert Beltz III
Gregory William Bensch
Rebecca Lynn Benton
Amy Susan Bingham
Evan Howard Black
Terri Elizabeth Blackmon
Michael Eugene Brame
Charles Fitzgerald Bratton
Terrence Dean Brayboy
Jane Helen Brice
Brian Eugene Brigman
Ryan Anthony Brown
Erich Gerhard Buehler
Kevin Lee Burns
Paul Leach Burroughs
Debra Lynn Bynum
Marlene Sayoc Calderon
Jacqueline Yvonne Campbell
Wendi Mehler Carlton
Brendan James Carmody
Jennifer Eisenmenger Charlton
Kim Paoling Chen
Peter Tice Chu
Clarence Coolidge Coleman
Stanley Roger Coleman
Alan Shay Davis
Rebecca Louise Denson
Anthony Onuora Edozien
*Michael Stewart Eggert
Karen Michelle Eller
Sherif Adib Farag
Vivian Gail Fischer
Anthony Lee Fisher
Frank Alan Frenduto
Amy Elizabeth Frey
Mary Heather Garrison
Sujata Vijay Ghate
Lisa Armsrees Gillespie
Rebecca Ann Glasser
Steven Elliot Gold
William Harold Goodnight III
Natalie Sandra Gould
Wendy Jean Grant
Walter Howard Hall
Laura Kay Hardin
Michael Winn Hauser
Jacqueline Marie Heder
Halvor Warren Hem IV
Robin P. Bowers Hicks
Kathleen Giblin Hill
Mary-Emma Travis Holleman
Deborah Chiung-Wen Hsu
Lawrence Bradford Hurst
Tasha Bradette Jiles
Jeffrey Craig Johnson
William Hunter Jones
Karolyn Kaye Kabir
Terry Gail Kaplan
Renu Pratap Karamchandani
Alexia Elisabeth Keller-Gusman
Kent Williams Kercher

*Kenneth David Kessler
Keith Chae Kim
Donald Lee Lawson
Peter Hogyun Lee
Kenneth Charles Lennon
Roy Sheldon Lewis
Melissa McIntire Lutz
Holly Ann Mallett
David Anson Martin Jr.
John Lyle Matthews
Margaret Mary Matthews
Karen Fisher Mattocks
Keith Lyndon McCormick
*Wendy Kay Waters McNeill
Vanessa Lee McPherson
Michael William Meredith
Lucy Spragins Miller
Susan Rupp Mims
Sharon Sharitha Mitchener
Daniel Hood Moore
Michelle Jeanine Moore-Taylor
Laura Wilson Murray
Ronald George Myatich
Veresa Troutman Myers
Mark William Nesbit
Julia Elizabeth Norem-Coker
Constance Mathis Olatidoye
Claes Erik Michael Oldenburg
Lisa Michelle Owens
Susan Martin Park
Vijay Manu Patel
John Byron Patterson
Carolyn Patricia Pearsall
Jennifer Suzette Perry
Jose Luis Plaza
William Lanson Plyler
Karen Kristine Poulos
Abhijit Bhaskar Power
Claudia Chanlett Prose
Jennifer Lucille Reed
Laura Elizabeth Rich
Lisa Ann Rietz
Victoria Carr Rogers
John Wallis Rusher
Howard Ian Savage
Debra Schardt-Sacco
Richard Scherczinger
Melanie Mae Schnoor
Tushar Nandlal Shah
Carrie Antoinette Sheek
Kimberly Reenee Shelton
Nitin Purushotham Shenoy
Jorge Alberto Simental
Harrison Glendon Sims III
Nicholas Bernard Sliz Jr.
Chandra Yvette Smith
Donald Ian Smith, Ph.D.
Susan Lynn Smith
Susan Smith Smyth
Cathy Marie Soldato-Couture
Lindo Terry Spencer Jr.
Ricky Eugene Stallings
Robert Thomas Stone Jr.
Terry Stanin Strand
James Edward Taylor II
Carolyn Lee Taylor
Gerald Bernard Taylor
Mary Jean Teague
James Alan Thompson
*Lanetta Bronte Thorpe
Marion Dennis Thorpe Jr.
Hilary Houghton Timmis Jr.
Nnaemeka Maduka Umerah
Thuan Huu Vo
Henry Thomas Walke Jr.
John David Ward II
Thomas Martin Whelan
Herbert Charles Whinna
Cile Harding Williamson
Bristol Rouse Winslow
Jill Catherine Wright
Julie Lamar Wynne
Pamela Lynn Yount
*Kathryn Anne Yung
Carlton Jude Zdanski

* December graduates

Graduating Class of 1995

Jeffrey Edward Abrams
Amer Adam
Benjamin Stribling Alexander
Nadine Marie Antonelli
Michael Dale Applegate
Ronald Brett Atchley
Eric Scott Bachman
Tyrone Randolph Baines II
Cynthia Ann Ballenger
John David Barbe
George William Beatty
David Wilkinson Bell IV
Helen Virginia Bell
*Marc David Benevides
Christopher V. Bensen
Joshua Emil Bernstein
Douglas Allan Blackman
Barbra Paula Bluestone
Robert Michael Boerner
James Brooks Bolton Jr.
Brian Kent Bonham
Paul Herschel Bowman
Stephanie Delores Brown
Miriam Kelley Bullard
Stephen Ben Burgess
William Scott Burgin
Donna Lynn Burkett
Peter Andrew Caprise Jr.
Michele Roberts Casey
Christina Lynne Catlett
Paul Roman Chelminski
David Alston Chesnutt
Ki Young Chung
William Lloyd Clark
*Cynthia Ann Conard
George Lee Coppit III
Marcus Felix Cox
Andrew Jared Creager
Elizabeth Ann Creech
Christine Robinette Curtis
Dana Leigh Davis
Tricia Lynn Dickens
Andrea Blythe Dickerson
David Bryant Dorofi
Stephen Bryan Durham
Mark Anthony East
Neva Thomas Edens
Bruce Elkin Ellerin
Peter Andrew Elsea
Grace Gibbes Evins
Andres Joseph Exposito
Elizabeth Moody Faircloth
Dade Doudel Fletcher
Dietrich Antonius Gerhardt
Richard Ryan Gessner
Sarah Young Gessner
Carol Minnette Gibbs
Jennifer Dawn Gibson
John Perry Giffen
*Jessica Lauren Gilbertson
Stephen Andrew Harper
Jon Paul Heiderscheit
Gerard Dayle Henry
Claude David Herndon
Elena Fedor Herndon
*Paul Christopher Hicks
Marcus T. Higi
Karen Marie Hillery
Paul Wesley Hofferbert
John Bildsprecher Holtzapple III
Kuangzoo Samuel Huang
Sarah Smyth Hudgens
Charles Louis Hulse
David Knox Hutchinson
Christopher Dennard Ingram
Bruce Frederick Israel
Harvette Carmelle Jenkins
Kendrick Kang-Joh Jeong
Richard Hughes Jones
Samuel Wayne Jones
Elisabeth Anne Kahl
Angela Margaret Keen
*Jeffrey Allen Klein
Christopher Robert Kroll
Thomas Edward Lafeber
David Ludwell Lanier
Michael David Lauffenburger
Suzanne Lazorick
Edward Carwile LeRoy Jr.
Andre John Leonard
Austin Kellett Letson III
Lauren Hoskins Lingley
Lisa Williams Locey
Enid Ianthe Lofters
Antoine Joseph Lofton
William Davie Lyday II

onna Lynn MacCarthy
even Philip Manuli
onald Lee Mauney
ebra Beavers McCormack
therine Burgan Meadows
arlene Marie Mebane
nes Whitman Mims
chael Andrew Morgan
chelle Lynette Nixon
rick Ralph O'Brien
omas Lynch O'Connell Jr.
ant Kurt Oelschlager
n William Ogle III
cklas Bengt Erik Oldenburg
ura Ellen Olszewski
trell Monique Owens
urie Pahel-Short
ti Dhruvkumar Pandya
enevere Charlene Parker
en Kaushik Patel
er Russell Peacock Jr.
rilyn Roseann Pearson
da Diane Pegram
an Wynn Peterson
nica Lynn Piecyk
rk Donald Piehl
ry Allison Poston
nda Isley Purrington
Mark Timothy Ramsey
Cadmus Collins Rich
Laura McCarter Robert
James Phillip Roberts
Leslie Berkowitz Robinson
Paul David Rosen
Robert David Roycroft
Suzanne Mary Russo
Ritu Raj Sandhu
Kirby Lamont Saunders
Stephen Lewis Schmidt
Wesley Gordon Schooler
Susan Keyoung Seo
David Richard Shaffer
Sylvia Piqueras Shoffner
Carol Getker Shores
Soma Sinha Roy
Amanda Isabel Slater
Jodi Mera Slotchiver
Robert Scott Spies
Jawal Suleman
Christopher Jaffa Summers
John William Surles
Gregg Michael Talente
Latimer Anthony Taylor
Sherri Virginia Taylor
Henry Clayton Thomason III
Suzy Ann Thompson
Eugene John Tom
Maria Eva Trent
Ketan Kirit Trivedi
Irene Shunwo Tsang
Bartel Frank Turk
Thomas Spencer Turk
Pansy Vazquez-Kendra
Steven Roehr Virata
Joseph Edmond Wagner
Kelly Marie Waicus
Steven Todd Wallenius
Eileen Marylouise Washburn
Necia Lou Williams
Mabel Louise Wong
Deidra Evans Woods
Douglas John Wyland

*December graduates

Educational Policies of the School of Medicine

Some of the educational policies and procedures of the School of Medicine are printed here to provide an idea of the philosophy and practices of the educational curriculum. The school reserves the right to change policies and procedures as the curriculum changes or as merited by the circumstances in an individual case. Additional policies and information may be obtained from the Office of Academic Affairs, etc.

List of Policies

Student Evaluation—The Preclinical Years
Student Evaluation—The Clinical Years
Credit by Examination—The Preclinical Years
Deceleration at Matriculation
Excuse from Examinations—The Preclinical Years
Student Health Policy Relative to Medical Excuses
Student Promotions Committee Process
Appeal of a Student Promotions Committee Decision
Appeal of a Course Grade
Academic Assistance—The Preclinical Years
Academic Assistance—The Clinical Years
Code of Student Conduct
Student Impairment Due to Substance Abuse
Graduate Student Participation in Medical School Courses
Delay of Graduation
Leave of Absence
Administrative Leave of Absence
Pay for Elective Credit

Student Evaluation—The Preclinical Years

The following policy attempts to minimize 'overexamining' and still provide for more than one evaluation per course. The policy incorporates the recommendations of the faculty, which stipulate that each student must pass every course.

Course directors provide an evaluation for each student at the midpoint and at the end of courses. Each course director may use self-assessments at his/her discretion. An end-of-segment examination is recommended in the Mechanisms of Disease course in the second year. This should be an integrated examination designed by the faculty from the segments of the Mechanisms of Disease and Pathology courses.

Students found to have an unsatisfactory level of performance at the midpoint evaluation by a course director(s) in conjunction with course faculty are seen by their class advisers and, if appropriate, by the associate dean for Academic and Student Programs. This process encourages prompt recognition of students in need of assistance and facilitates timely initiation of assistance. The form of the midcourse evaluation should be comparable to the end-of course evaluation. In an effort to maintain the integrity o the teaching day and to discourage students from cutting class to study for an examination, examination periods ha been scheduled in each semester. Almost all major examir tions are scheduled within these periods. Course directors are responsible for the type of evaluation used in their courses. They are reminded, however, of the desirability o decreasing reliance on National Board examinations.

The faculty should be encouraged to explore examinatior formats such as completing a statement or writing a brief essay rather than using the traditional United States Medical Licensure Examination (USMLE-formatted) que tions. A shift away from the USMLE examinations will bring about gradual improvements in teaching practice ai study habits. Evaluations are expected to closely match course goals.

Course directors are encouraged to use the facilities of th Office of Educational Development for examination plan ning and question writing.

In order to avoid any unconscious influence in setting sta dards, course directors should arrange to grade examinations and set the passing scores without knowing individ names.

At the completion of each course, the course director forwards a raw score and a grade of honors, pass, or fail for each student to the Office of Academic and Student Programs. Modifiers such as plus and minus are disregar ed. Any written evaluations submitted by course director become a permanent part of students' records.

Students are not promoted to the next year of the curric lum until they have successfully passed all courses (see "Student Promotions Committee Process").

In-Course and End-of-Course Examinations

After each examination the course director, with the assis tance of the Office of Academic and Student Programs, c culates examination scores including the distribution,

ean, standard deviation, weighting factors, and pass/hon-
s levels. These scores are provided to students by posting
other means according to students' identification num-
rs. Final examination grades are posted only after the end
the examination period.

ne Office of Academic and Student Programs forwards
amination scores to the appropriate deans and class
visers and maintains files for the use of the Student
omotions Committee (see "Student Promotions
ommittee Process").

ourse directors retain records of all examination scores for
e year; the Office of Academic and Student Programs
ains files of examination scores until the individual or
ss has graduated or until a student has been officially
thdrawn from medical school.

d-of-Course Grades

ourse directors report grades promptly to the Office of
ademic and Student Programs for all students in a
urse according to the following grading system:
manent grades: Honors (H), Pass (P), and Fail (F).

–Honors, clear excellence
–Pass, entirely satisfactory
–Fail, failed
nporary grades: IN, CO.

I the absence of compelling circumstances, a student who
d s not take an examination is given a Failing (F) grade
u ess the student is granted an administrative or medical
e use by the associate dean for Academic and Student
P grams prior to the exam (see "Excuse from
E minations—The Preclinical Years" and "Student Health
P icy Relative to Medical Excuses") or the student with-
d ws from the course in good standing (see "Leave of
A sence"). An excused absence must be converted into a
p manent grade in time to allow review by the Student
P motions Committee.

A Incomplete (IN) grade should be reported for a student
w took the final examination but must complete some
o er work required in the course. Lacking compelling cir-
c nstances, an Incomplete must be converted into an
H nors, Pass, or Fail within eight weeks after the begin-
n g of the succeeding semester.

T Condition (CO) grade is a temporary grade used only
b ourse directors when, with defined criteria for failed
c rses, a passing grade is considered likely following reex-
a nation. The equivalent reexamination should be offered
w hin two weeks of the time that students are notified of
th r grades. The Condition remains on the transcript after the final grade is determined (i.e., CO/P). Students receiving a Condition cannot receive a final grade higher than a Pass.

The course director advises the Student Promotions Committee of the criteria used to determine final grades in a course, i.e., examination scores, laboratory performance, subjective evaluation, etc.

Course directors should retain a copy of the grades for a course for at least one year. Grades that are not used by course directors but are assigned administratively are:

BE—Credit by Examination (see "Credit by Examination—The Preclinical Years");
NG—No Grade. Assigned instead of fall semester grades to courses that extend over two or more semesters and for which no fall semester grade is given;
Honors for the Year—Given by the Student Promotions Committee (see "Student Evaluation—The Preclinical Years," Honors for the Year).

The Office of Academic and Student Programs forwards grades to the registrar, the senior associate dean, the associate dean for Student Affairs, and the class advisers for their advisees; provides the Student Promotions Committee with all available data; issues grades to students; and maintains the medical school's student database. Such information is not entered into the student's permanent record.

The registrar records the letter grades and any subjective evaluation(s) in the student's permanent record.

Honors for the Year

Honors for the Year in the first two years is given to students who score in the top fifteen percent of their class based on a total weighted score. The total weighted score is calculated by taking the final numerical grade in each course, multiplying each grade by a weighting factor based on the percent of total contact hours that each course represents, and adding all the individual weighted scores. The numerical grade for courses in which only a letter grade and written evaluation are given is created by assigning a number for each grade (Honors, Pass, Fail) using a mathematically appropriate and consistent procedure. Selectives are not included in the calculations to determine Honors for the Year.

The base used for calculating a total weighted score for students who have received credit by examination in one or more required course reflects the reduced total contact hours. In this way such students have an equal chance competing with classmates taking the full academic program for honors.

Students in a decelerated program, those repeating a course(s), and others with special schedules because of academic difficulties are not included in the calculation for Honors for the Year.

Failure

Students are required to pass every course in the first two years, and are not promoted to the next academic year until they have successfully passed all courses and been reviewed by the Student Promotions Committee. In the event that a student fails one or more course(s), the Student Promotions Committee decides whether the student should be allowed to enter a Summer Review Program and pass a reexamination, enter a decelerated curriculum, repeat a whole or portion of the academic year, take a leave of absence with conditions upon return, or be dismissed from school. Students required to take a leave of absence must abide by the leave of absence policies (see "Leave of Absence"). For further information regarding failure of a course and its repercussions please refer to "Student Promotions Committee Process." For additional information about the academic assistance programs and decelerated curriculum please refer to the "Academic Assistance Program—The Preclinical Years."

Dismissal

If the student's overall performance (including academic performance, promise, fitness, and appropriate moral character) is considered unsatisfactory, the Student Promotions Committee makes appropriate recommendations and counsels the student about his or her difficulties. A student may be dismissed from medical school if in the judgment of the Student Promotions Committee he or she does not show sufficient promise to continue in medical school. For further information regarding failure of a course and its repercussions please refer to "Student Promotions Committee Process." For additional information about the academic assistance programs and decelerated curriculum please refer to "Academic Assistance Program—The Preclinical Years."

Student Promotions Committee

The Student Promotions Committee applies the faculty standards regarding promotion, honors, and dismissal from the School of Medicine. The committee, working with the associate dean for Academic and Student Programs and the class adviser, determines appropriate remediation when needed. The Student Promotions Committee meets periodically to review course grades for all students and decides on a plan to remedy the deficiencies of each student who has failed one or more course. For further information about failure of a course or particulars about the Student Promotions process please refer to "Student Promotions Committee Process" and "Appeal of a Student Promotion Committee Decision."

Academic Assistance Program

The faculty believe that the student evaluation program should be closely linked to a well-defined program of remediation for all students in need of academic assistanc We also believe that early recognition of the need for aca emic assistance facilitates the correction of academic deficiency in the shortest possible time. We have organized t midpoint evaluation in the first semester with this in min so that students with unsatisfactory performances are brought to the attention of their class advisers and the associate dean for Academic and Student Programs early their medical school experience. For further information on the Academic Assistance Program please refer to "Academic Assistance Program—The Preclinical Years."

Use of the United States Medical Licensure Examination, (USMLE), Step 1

Medical students who have completed the second year cu riculum have the option of taking the United States Medical Licensing Examination, Step 1, at the certificati time, which falls in June (see registration procedures for USMLE). Beginning with the entering class of 1996, all students will be required to take and pass Step 1 of the USMLE examination as a criterion for graduation.

Student Evaluation—The Clinical Years

The Curriculum

The Third Year

The third year of medical school differs significantly fro the first two years even though students have been partial exposed to the clinical environment. Students must complete six required basic clerkships in medicine, surgery, pediatrics, family medicine, obstetrics and gynecology, ps chiatry, and a required one-week Life Support Skills course. The medicine clerkship is twelve weeks, pediatric and surgery eight weeks, and obstetrics and gynecology, psychiatry, and family medicine six weeks. Students are exposed to both inpatient and ambulatory care settings, either at the UNC Hospitals or through the various AHEC sites.

The nature of student evaluation in the clinical years differs from that of the preclinical years. Emphasis is on cli cal activity and skills that require faculty to make judgments in the absence of strictly quantitative measures. Students have expressed a great need for more objectivit

d direct feedback. They also feel that the current check-
st evaluation system invites evaluators to grade attributes
at have not been directly observed. Faculty have expressed
ncern regarding the reliance on empirical methods of
aluation and the lack of quantitative measures of compe-
nce and knowledge. The problem can best be resolved by
ying down broad policies that promote fairness and open-
ss, indicate the need to create specific criteria and stan-
rds by which clinical performance is judged, and at the
me time improve communication between students and
culty.

major concern of the faculty is that students' basic clini-
l skills be more formally evaluated. A prerequisite to
ching basic skills is the identification of clinical skills to
hich third- and fourth-year medical students should be
posed and which students should master before gradua-
n. New methods designed to assess clinical competence
being developed by some departments with the goal of
proving the evaluation of clinical skills. The responsibili-
for setting the level of clinical competence in our stu-
nts and the means for assessing that competence lie with
chair and faculty in each clinical department.

assess students' basic clinical skills in a standardized test
f mat, all students are required to take and pass the
nical Practice Examination (CPX) at the completion of
t ir third year. Students who fail the CPX exam are
r uired to participate in a clinical skills review and to pass
t s review to the satisfaction of the director of the CPX
amination Program and the associate dean for Academic
a l Student Programs.

e Fourth Year

T e fourth year of medical school differs significantly from
t three previous years. The following considerations have
i uenced the recommendations for an evaluation system
f the fourth year.

B ginning in 1996, the fourth year will be comprised of
se n four-week required courses: an acting internship
se ctive at one of the AHEC hospitals, an ambulatory care
se ctive, a neurosciences selective, a surgery/critical care
se ctive, and three electives.

S dents in the fourth year have gone through periodic
e minations as well as other evaluation in the first three
ye s. Students with deficiencies have received academic
as tance, counseling, and in some cases individually
de gned program modifications. Thus, it is presumed that
de ciencies have been corrected before students are allowed
to gister for the fourth year. Students make contractual
co mitments to graduate training programs as early as
au mn of the fourth year. All attempts should be made for students to successfully complete any prescribed remediation before July 1 (see "Academic Assistance—The Clinical Years").

Student Evaluation

Evaluative procedures should be designed to promote learning, refine technical and clinical skills, train students' minds, and assess basic competence.

Evaluation should be congruent with the goals and expectations of each course. Assessments in the following general areas should be clearly included in all course evaluations:

Medical knowledge. An assessment of the knowledge base should be developed by each clinical department.

Clinical skills (i.e., ability to do a physical examination, draw blood, etc.). The development, testing, and implementation of new or enhanced methods of teaching basic skills by the clinical department is encouraged. A prerequisite to teaching basic skills is the identification of clinical skills in each discipline to which the third- and fourth-year medical students should be exposed. The list of such skills should reflect the distinctive characteristics of each discipline.

Clinical performance (i.e., the ability to synthesize data, work in a team, interact appropriately with patients, etc.). Evaluation based on direct, day-to-day observation of the student in a clinical setting is the traditional, primary method of evaluation in medical school curricula. This method has stood the test of time and the medical school supports it. Therefore, it is essential that experienced clinicians regularly observe students under their supervision in each clinical segment of each clerkship and in each course as these students work with patients.

The clinical setting is the final opportunity to identify students not fit to practice medicine for moral or psychological reasons. If a course director identifies a problem of this nature, he or she must immediately notify the associate dean for Academic and Student Programs.

Course directors are encouraged to employ multiple evaluative techniques appropriate to the clinical tasks and expertise of their specialty area and reflecting the goals and expectations of the course. The faculty are strongly encouraged to use methods other than NBME subtests to evaluate the fund of knowledge in a clinical discipline. These externally prepared tests may not correspond to the stated goals and expectations of the course. A restriction on the use of NBME subtests is consistent with the policies adopted by the School of Medicine. Various approaches to evaluating cognitive knowledge are available, including the development of departmental examinations, selection from one of the question banks available for review, revision, and local use, among others. The faculty for each course are encouraged to select the approach that best fits the needs of their discipline.

For third-year clerkships the weighting of the evaluations from the three areas (knowledge, clinical skills, and clinical performance) should be balanced in a manner deemed appropriate by the course faculty. Scores from short answer written tests should contribute no more than twenty-five percent to the total clerkship grade.

In-Course Evaluation
At the start of each clerkship, selective, and elective, the student and evaluators should be explicitly informed about the goals and expectations of each segment of the course; the basis of evaluation; and the standards to be employed for the assignment of grades.

During each elective, selective, and clerkship and whenever feasible during each segment of each course the faculty should provide feedback to each student on his or her performance to correct deficiencies and enhance strengths. For third-year students as part of the feedback a midclerkship assessment should be conducted with each student by the attending faculty member in a personal meeting (i.e., at the end of the first four-week segment in medicine, at the end of the four-week segment in surgery and pediatrics, and after three weeks of the six-week clerkships). These assessments are analogous to the midcourse evaluations required in the first two years. For fourth-year students, formal midcourse evaluations are not always possible; however, attending faculty should meet frequently with students to keep them apprised of their progress. Students at risk of failing should be notified in writing at the time of the midcourse assessment; the associate dean for Academic and Student Programs should receive a copy of such notifications so that appropriate assistance can begin. Midcourse assessments should be transmitted promptly to students.

End-of-Course Grades
The following are the general guidelines for reporting grades and maintaining grading records in the third and fourth years of medical school.

Course directors report grades promptly to the registrar and the Office of Student Affairs for all students in a course according to the grading system shown below.

Grades for third-year clerkships must be reported after th completion of the clerkship in a time period that is initially agreed upon by the Office of Student Affairs and the clerkship director. Grades for completed fourth-year cour es must be reported one month prior to graduation so th a determination about graduation can be made by the Student Promotions Committee.

Permanent grades: Honors (H), High Pass (HP), Pass (P) Low Pass (LP), and Fail (F).
H—Honors, clear excellence
HP—High Pass, above average
P—Pass, entirely satisfactory
LP—Low Pass, below average
F—Fail, failed
Temporary grades: IN, CO.

In the absence of compelling circumstances, a student who does not complete a clerkship, selective, or elective course is given a failing (F) grade unless she or he has withdrawn from the course in good standing, has receive an Incomplete (IN), or has received an excused absence from the associate dean for Academic and Student Programs.

INCOMPLETE: Students receiving an Incomplete on a clerkship must remove it at the earliest possible time that the segment of the clerkship can be rescheduled and no later than the end of the summer following the third yea Students receiving an Incomplete in a fourth-year course must remove it no later than one month prior to graduation. Students who take an elective prior to the fourth year and who receive an Incomplete on the electiv must remove the Incomplete within two semesters or it reverts to a Fail.

CONDITION: The grade of Condition is intended for students who demonstrate limited academic deficiencies. The grade should be used under the following condition Condition (CO) may be assigned when the course direct or faculty determines that a student has demonstrated li ited academic deficiencies that can be remedied within a limited period of time. A Condition can be assigned in lieu of a Low Pass or Fail.

Examples of limited remediation may include retaking a examination that is equivalent to the objective examinations that are required for clinical course evaluations, undertaking an additional clinical experience, or combin ing an examination and additional clinical experience. A

ditional clinical experience is limited to three to four
eks for a twelve-week clerkship, two weeks for a six-week
rkship, three weeks for an eight-week clerkship, and two
eks for a four-week elective or selective course.

e final grade depends on the student's performance in
review. The final grade may be improved to CO/Pass.
owever, a decline in the student's performance is reflected
the final grade and course evaluation. Thus, if a student
an initial grade of Low Pass and fails the review, the
al grade is CO/Fail.

he student's academic deficiencies are not considered
ited, the student's original grade is recorded and a for-
l review is designed by the course director in consulta-
n with the associate dean for Academic and Student
grams and the student's class adviser. The student
eives an additional grade for the review and must pass
review before being promoted to the next academic
r or graduating.

e course director advises the Student Promotions
mmittee of the criteria used to determine final grades in
urse, i.e., examination scores, clinical skills evaluation,
jective evaluation, etc.

urse directors should retain a copy of the grades for a
rse for at least one year. Grades that are not used by the
rse directors but are assigned administratively are:

Grade (NG)—when a clerkship or elective extends over
or more semesters and when a final grade has not been
n.

nors for the Year—given by the Student Promotions
nmittee (see "Student Evaluation—The Clinical Years,"
nors for the Year).

registrar and the Office of Student Affairs forwards
les and comments to the Office of Academic and
lent Programs, which provides the Student Promotions
nmittee with all available data and issues grades to stu-
ts and class advisers. The registrar records the letter
es and any subjective evaluation(s) in the student's per-
ent record.

Honors for the Year

The Student Promotions Committee awards honors for the third and fourth years based on the sum of honor credits received in all courses according to the following system:

1) *credit hrs. for each course x actual grade = total weighted points

Based on a numerical scale:
Honors = 4
High Pass = 3
Pass = 2
Low Pass = 1

SAMPLE:
6 x 4 (Honors) = 24
6 x 3 (High Pass) = 18
6 x 2 (Pass) = 12
total weighted points 54

2) credit hours for each course x highest possible grade = total points possible

SAMPLE
6 x 4 (Honors) = 24
6 x 4 (Honors) = 24
6 x 4 (Honors) = 24
total points possible 72

3) total weighted points/total points possible = weighted score

SAMPLE:
54/72 = 75.0% x 100 = 0.75

Note: In the third year the pediatrics and surgery clerkships are eight credit hours; obstetrics/gynecology, psychiatry and family medicine clerkships are six credit hours; and the medicine clerkship is twelve credit hours. In the fourth year the required courses are usually six credit hours but may occasionally be twelve credit hours.

No student who has failed a course is eligible for Honors for the Year. The Student Promotions Committee determines the minimum score of honor credits that must be achieved to earn Honors for the Year. No more than twenty-five percent of the third- and fourth-year class should be awarded Honors for the Year.

Failure

Students are required to pass every clerkship in the third year; the required acting internship selective, the ambulatory care selective, the neurosciences selective, the surgery/critical care selective, and at least three one-month electives in the fourth year. In the event of failure of a third-year clerkship, the student must satisfactorily complete the clerkship before promotion to the fourth year. In the event that a student fails more than one clerkship, the Student Promotions Committee decides whether the student should be allowed to repeat the year, take a leave of absence with conditions, or be dismissed from school. Students required to take a leave of absence must abide by the leave of absence policies (see "Leave of Absence"). A student who fails a repeated clerkship may be dismissed from medical school. For fourth-year students any Incomplete not resolved within a stated period of time becomes a Fail. Any course failure in the fourth year is reviewed by the Student Promotions Committee and a determination concerning proposed remedial work is made at that time. A final grade in all attempted fourth-year courses is required for receipt of the M.D. degree. For further information regarding failure of a course and the repercussions of failure please refer to "Student Promotions Committee Process." For additional information about the academic assistance programs and decelerated curriculum please refer to "Academic Assistance Program—The Clinical Years."

Dismissal

If the student's overall performance (including academic performance, promise, fitness, and appropriate moral character) is considered unsatisfactory, the Student Promotions Committee makes appropriate recommendations and counsels the student about his or her difficulties. The student may be dismissed if in the judgment of the Student Promotions Committee she or he does not show sufficient promise to continue in medical school. For further information regarding failure of a course and the repercussions of failure please refer to "Student Promotions Committee Process." For additional information about the academic assistance programs and decelerated curriculum please refer to "Academic Assistance Program—The Clinical Years."

Student Promotions Committee

The Student Promotions Committee applies the faculty standards regarding promotion, honors, and dismissal from the School of Medicine. The committee, working with the associate dean for Academic and Student Programs and the class adviser, determines appropriate remediation when needed. The Student Promotions Committee meets periodically to review course grades for all students and decide on a plan to remedy the deficiencies of each student who has failed one or more courses. For further information about failure of a course or particulars about the Student Promotions process please refer to "Student Promotions Committee Process" and "Appeal of a Student Promotions Committee Decision."

Academic Assistance for Third-Year Students

A program for academic assistance has been designed by t Subcommittee on Academic Assistance. The faculty supports the provision of timely and supplemental help to students, within the resources allocated for that purpose, to remedy specific difficulties so that students can grow and reach their full potential in the clinical setting.

The provision of academic assistance should be based on the early identification of problems, preferably before the end of the first segment of a clerkship or before the end o an elective or selective. The associate dean for Academic and Student Programs works with the student and the course director to develop an individualized program appropriate to the student's needs, feasible to carry out within the structure of the course, likely to resolve the de ciency, and that involves close monitoring by the associat dean for Academic and Student Programs. The student's class adviser is involved in the process (see "Academic Assistance—The Clinical Years").

The subcommittee acknowledges that implementation of an individualized program is exceedingly difficult while a student is a part of the team of attending physicians, residents, and other students providing patient care.

Use of the United States Medical Licensure Examinati (USMLE) Step 2

Students have the option to take Step 2 of the USMLE during or after completion of the third year; however, thi examination is not a requirement of the school.

Credit by Examination—The Preclinical Years

Students with advanced knowledge in a scientific discipli may at the discretion of a medical school academic depar ment be given credit for a nonclinical medical course bas on an examination, review of academic credentials, and/ other evaluation as deemed appropriate and adequate by the course faculty, course director, and departmental cha Each department establishes written criteria for granting Credit by Examination. Course directors report in writin to the Office of Academic and Student Programs the names, examination scores when appropriate, and other documentation of those students who have successfully achieved credit by prior evaluation. The registrar records the credit in the student's permanent record and cancels e student's registration in such course(s). The Office of ademic and Student Programs maintains files of exami- tion scores until such students graduate.

eceleration at Matriculation

udents requesting to enter a decelerated curriculum at the ne of matriculation to medical school should submit a f mal letter of request to the associate dean of Academic d Student Programs. The letter should state clearly the ionale for such a request. A committee consisting of the s ior associate dean and the associate deans for Student airs, Admissions, Basic Sciences, and Academic and S ident Programs reviews the requests and makes decisions. e decisions are based primarily on the compelling nature c the request and the school's ability to accommodate stu- c nts depending on the availability of space and other r ources.

cuse from Examinations— he Preclinical Years

S dents are expected to take all required examinations on t scheduled date. If a student cannot take a scheduled e mination because of illness or other exceptional circum- st nces, it is his or her responsibility to obtain the proper e use.

A student requesting to be excused from an examination m st obtain an administrative excuse from the associate d n for Academic and Student Programs prior to the e mination. Examples of an administrative excuse are an ill ss of several days' duration, a family death, or illness in th student's immediate family. In the case of acute (within tw nty-four hours of the examination) illness, students sh ld contact the Office of Academic and Student P grams to report the illness. When appropriate the stu- de t is granted an administrative excuse and the course di ctor is promptly notified. The student may be advised to ek treatment at the Student Health Service. The stu- de is expected to contact the course director within twen- ty ur hours to arrange a makeup examination. The course di ctor determines whether to offer a makeup midcourse ex nination. Examinations must be made up as soon as the re n for the excuse is resolved and at the convenience of th ourse director.

G delines for Makeup Examinations

T course/segment director should normally provide an eq valent makeup exam within a reasonable period of tin .

The course/segment director should be allowed wide latitude in the type and format of the exam offered. Under the present honor code and in situations where the exam could be given within two or three days it might be possible to give the same exam. When this is not possible the makeup exam need not be in the same format as the original. However, the makeup exam should be defensible as equivalent in any possible appeals of promotion decisions based on the outcome of that exam.

In cases in which the exam in question is a midterm or an end-of-semester exam and the final is cumulative, the course director should have the option of dropping the exam. However, in such cases the course director should provide some assessment of that student's progress so that assistance can be offered if necessary.

Whenever possible the makeup exam should be scheduled so that it does not impede the normal scholastic progress of the student.

The syllabus for each course should state specifically the policy to be followed when a student has an excused absence from an examination.

Student Health Policy Relative to Medical Excuses

The University policy originally adopted by the Faculty Council in 1957 provides that University physicians not be asked to issue individual medical excuses for class absence. The policy further provides that the names of students admitted to the Student Health Service and those known to be ill during final examinations be placed on the infirmary list distributed daily to the deans of all colleges. Student Health Service still follows this policy. If an instructor must know whether a student was seen on an outpatient basis, this fact can be verified by contacting the Medical Records division of the Student Health Service. For reasons of confidentiality, no details of the visit can be released without written consent from the patient.

Student Promotions Committee Process

The following policy on the promotion of medical students was approved by the medical school faculty and became effective in the spring of 1984. Students must pass all required courses to receive the M.D. degree. Students who fail any required course must eventually pass the course through reexamination, remediation and reexamination, or repeating the course and reexamination.

General Guidelines
The committee is composed only of teaching faculty. Eight voting members are recommended, four from the basic science departments and four from the clinical departments. In selecting the members of the Student Promotions Committee, the dean and the associate dean for Academic Affairs are urged to seek broad representation.

The committee is chaired by the senior associate dean, who votes only to break a tie; there is one ex officio (nonvoting) member—the associate dean for Academic and Student Programs. The decision of the Student Promotions Committee is determined by majority vote. The appropriate class advisers, course directors, and the associate dean for Academic and Student Programs are expected to provide information on each student as may be required by the Student Promotions Committee to render informed decisions.

The committee reviews each student's academic performance during each semester and at the end of each semester. If a student's academic performance is deficient during the semester, the Student Promotions Committee may recommend that the student participate in some form of academic assistance and/or take a decelerated curriculum or leave of absence with conditions. Students required to take a leave of absence must abide by the leave of absence policies (see "Leave of Absence"). The specific design of each student's remedial plan is the responsibility of the associate dean for Academic and Student Programs working together with the class adviser (see "Academic Assistance—The Preclinical Years" and "Academic Assistance—The Clinical Years").

The committee is not permitted to change the evaluation of students performed by the course directors unless there are grounds for appeal (see "Appeal of a Course Grade").

A student may appeal a decision of the Student Promotions Committee (see "Appeal of a Student Promotions Committee Decision").

Dismissal
If the student's overall performance (including academic performance, promise, fitness, and moral character) is considered unsatisfactory, the Student Promotions Committee makes recommendations and counsels the student about his or her difficulties. The student may be required to perform specific remedial work and pass reexaminations in a manner satisfactory to the Student Promotions Committee; to repeat the year or a portion thereof in a manner satisfactory to the Student Promotions Committee; to take a leave of absence with conditions; or be dismissed if in the judgme of the Student Promotions Committee he or she does no show sufficient promise to continue in medical school. Students required to take a leave of absence must abide b the leave of absence policies (see "Leave of Absence").

The Preclinical Curriculum
Nondecelerated students with limited academic deficiencies, defined as failure of no more than twenty percent of the total course hours, enter the Summer Review Progra and sit for reexamination at the end of that program (see "Academic Assistance Program—The Preclinical Years"). they successfully pass the course(s) in the Summer Revie Program, they are promoted to the next year of the curri lum. If they fail the course(s) in the Summer Review Program, they are required to enter a decelerated curricu lum (see "Academic Assistance Program—The Preclinical Years").

The twenty percent rule may seem inordinately rigid, an exceptional circumstances may make strict application of the rule inconsistent with the best interests of the studen and the school. Under extraordinary circumstances a no decelerated student failing between twenty to twenty-five percent of the first year courses may be admitted to the Summer Review Program. As examples, the following cir cumstances may apply:

A student who failed twenty to twenty-five percent of courses but who received solidly passing grades in all oth courses;
A student who suffered an acute personal tragedy (death a parent, divorce) that affected performance during a circumscribed period of time.

Nondecelerated students who fail more than twenty-five percent of the total course hours during the first or seco year are not allowed to participate in the Summer Revie Program nor permitted to be reexamined at the end of t summer. These students are placed in a decelerated curri lum and are not eligible for promotion until the end of next academic year, pending the successful completion o all courses (see "Academic Assistance Program—The Preclinical Years").

Students who must repeat less than the entire first year who have not passed previously failed courses at the end the Summer Review Program may at the discretion of t associate dean for Academic and Student Programs, in c sultation with the class adviser, be permitted to take one more second-year courses in addition to completing required first-year courses.

udents who must repeat less than the entire second year who have not passed previously failed courses at the end the Summer Review Program may at the discretion of e associate dean for Academic and Student Programs, in nsultation with the class adviser, be permitted to take one more fourth-year electives in addition to completing quired second-year courses.

o student is required to repeat a course that he or she ssed, even if the student is placed in a decelerated curulum or has to repeat the year.

idents who are placed in a decelerated curriculum or o are asked to repeat the first or second year are expected complete that year of the curriculum within two calen- years after deceleration. Failure to do so may lead to missal from medical school unless there are extenuating cumstances that preclude the student's progress and that approved by the Student Promotions Committee (see cademic Assistance Program—The Preclinical Years").

e Clinical Curriculum

e Student Promotions Committee may recommend that dents with limited academic deficiencies enter a remedi- on program (see "Academic Assistance Program—The nical Years"). The associate dean for Academic and dent Programs works with the student and the clerk- p/course director to develop an individualized program ropriate to the student's needs, feasible to carry out hin the structure of the course, likely to resolve the defi- ncy, and involving close monitoring by the associate n for Academic and Student Programs. The student's s adviser is involved in the process.

he event of a failure of a third-year clerkship, the stu- t must satisfactorily complete the clerkship before pro- tion to the fourth year. In the event that a student fails re than one clerkship, the Student Promotions nmittee decides whether the student should be allowed epeat the year, take a leave of absence with conditions n return from leave, or be dismissed from school. dents required to take a leave of absence must abide by leave of absence policies (see "Leave of Absence"). A lent who fails a repeated clerkship is reviewed by the lent Promotions Committee and may be dismissed n medical school. For fourth-year students, any mplete not resolved within a stated period of time mes a Fail. Any course failure in the fourth year is ewed by the Student Promotions Committee and a rmination concerning proposed remedial work is made at time. A final grade in all attempted fourth-year ses is required for receipt of the M.D. degree. For fur- information about failure of a clinical course please to the "Student Evaluation—The Clinical Years."

Appeal of a Student Promotions Committee Decision

General Guidelines

The first level of appeal of a promotions decision goes back to the Student Promotions Committee. A formal appeal to the Student Promotions Committee can be filed only after the committee's official decision has been received by the student and the student has consulted with his or her class adviser and the associate dean for Academic and Student Programs or their designated representatives.

Written appeals should be submitted to the senior associate dean within five working days after the student has received official notification of the Student Promotions Committee decision, but in any event not later than twenty calendar days. Copies of the appeal should be sent to the class adviser. In all appeals the burden of proof falls upon the student.

In the absence of compelling circumstances a student seeking in his or her appeal to participate in a review program or to repeat a year may start in the program if the appeal to the committee is not heard and/or decided prior to the beginning of the program in which the student wishes to participate. If the Student Promotions Committee decides favorably on the appeal the student may proceed in the program. If the committee's decision is unfavorable the student may no longer participate in the program unless a further timely appeal is made to the Student Appeals Committee. If that appeal is unsuccessful the student may not participate further in the program even if a further timely appeal to the chancellor is initiated by the student according to University regulations.

In view of the Student Promotions Committee's responsibility to the public, progress to the next level of promotion following a decision by the Student Promotions Committee denying such promotion is not permitted pending an appeal. If the student's appeal to progress to the next level of promotion is ultimately successful, the faculty takes all measures to assist the student in making up the work that was missed.

Bases for Appeal

Students in the preclinical curriculum who have failed twenty-five percent or less of the total course hours and who have been asked to decelerate or repeat the year, may ask the Student Promotions Committee to hear reasons why they should be permitted to participate in the Summer Review Program. As stated in "Student Evaluation—The Preclinical Years," students who fail more than twenty-five percent of the total course hours are not eligible for the Summer Review Program.

The bases for an appeal are mathematical or clerical error; arbitrariness, possibly including discrimination based upon race, sex, religion, or national origin of student; personal malice; and student conduct cognizable under the Instrument of the Student Government.

Students appealing a decision based on these grounds should state clearly the evidence by which they judge: that an impermissible element existed in the decision and that such an element(s) influenced the decision to the detriment of the student.

Students who have been dismissed from medical school may ask the Student Promotions Committee to hear their appeal to remain in school. For further information about dismissal please refer to "Student Evaluation—The Preclinical Years," "Student Evaluation—The Clinical Years," "Student Promotions Committee Process," General Guidelines, and "Dismissal for Nonacademic Reasons."

Appeal of a Student Promotions Committee Decision to the Student Appeals Committee

If the Student Promotions Committee decision on an appeals decision is unfavorable to the student, the student may appeal the decision to the Student Appeals Committee within five working days after the student receives official notification of the Student Promotions Committee decision, but in any event not later than twenty calendar days. The appeals process is reviewed with the student and class adviser by the associate dean for Academic and Student Programs. The appeal should be in writing and submitted to the senior associate dean. The dean has designated the Student Appeals Committee to hear both appeals of course grades (see "Appeal of a Course Grade") and appeals of promotions decisions.

The primary function of the Student Appeals Committee is to review the process that the Student Promotions Committee uses in making its final promotions decision. If the Student Appeals Committee has questions about the process used by the Student Promotions Committee in making a final decision on a student's appeal, then the Student Appeals Committee may decide to hear the student's grounds for an appeal based upon mathematical or clerical error; arbitrariness, possibly including discrimination based upon race, sex, religion, or national origin of student; personal malice; and student conduct cognizable under the Instrument of the Student Government.

The Student Appeals Committee is composed of six teaching faculty (three from the basic sciences and three from the clinical sciences) and chaired by the senior associate dean. The chair votes only to break a tie. The decision of the Student Appeals Committee is determined by majorit vote.

A decision of the Student Appeals Committee with which the dean concurs is final. If the committee and the dean not concur, the dean's decision is final. The student may then initiate a further appeal to the chancellor, according University regulations.

In the absence of compelling circumstances, a student see ing an appeal to participate in a review program or to repeat a year, may start in the appropriate program pendi a decision by the Student Promotions Committee on the appeal, if the appeal to the committee is not heard and/o decided prior to the beginning of the program in which student wishes to participate. If the Student Promotions Committee decides favorably on the appeal, the student may proceed in said program. If the committee's decision unfavorable, the student may no longer participate in the program unless a further timely appeal is made to the Student Appeals Committee. If that appeal is unsuccessfu the student may not participate further in the program, even if a further timely appeal to the chancellor is initiate by the student according to University regulations.
In view of the Student Promotions Committee's responsi bility to the public, progress to the next level of promotio following a decision by the Student Promotions Commit denying such promotion, is not permitted pending an appeal. If the student's appeal to progress to the next leve of promotion is ultimately successful, the faculty takes m sures to assist the student in making up the work missed

Appeal of a Course Grade

Students considering an appeal of a course grade should meet with the associate dean for Academic and Student Programs to review the appeals process.

Appeal to the Course Director and Department Chai
The first level of appeal of a course grade is to the course director. Should the course director determine that there a reason to change the course evaluation in the student's favor, the instructor should send a revision to the Office Academic and Student Programs. If no reason for change found, the faculty member should inform the student th the evaluation stands. If the course director's decision is favorable to the student, the student may appeal the cou director's decision to the department chair. After consult tion with the course director, the department chair may uphold the course director's decision or support the stud appeal. The student may appeal an unfavorable decision the department chair to the Student Appeals Committee

ppeal to the Student Appeals Committee

the event that the course director and the department
air do not concur with the student's appeal, the student
ay pursue a formal appeal to the Student Appeals
ommittee. The appeal can be filed only after official
urse grades have been received by the student and after
e student has consulted with the course director (and if
cessary the department chair), the class adviser or their
signated representatives, and the associate dean for
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tiating an Appeal

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n within five working days after the student has com-
ed with the requirements stated above but in any event
later than twenty calendar days after receipt of the
rse grades. Copies of the appeal should be sent to the
rse director and to the class adviser. The appeal should
e clearly the reasons by which the student judges that
impermissible element existed in the decision and that
h element(s) influenced the decision to the detriment of
student. The burden of proof falls upon the student.
king compelling circumstances a student may proceed
h an academic program while awaiting the results of an
eal to the Student Appeals Committee.

al Decision of an Appeal

ecision of the Student Appeals Committee with which
dean concurs is final. If the committee and the dean do
concur, the dean's decision is final.

ademic Assistance— e Preclinical Years

eral Guidelines

ajor goal of academic assistance should be to promote
e learning on the part of students and to identify aca-
ic problems in the early stages. Using the Admissions
mittee's criteria for categorizing purposes, any accept-
udents identified as likely academic risks are encour-
to attend the MED Program prior to matriculation or
ke advantage of other experiences that may help them
are for the first year of medical school. Students who
oorly in the MED Program (or poorly in other pro-
s) are also considered risk students.

During the academic year, methods used to identify students experiencing academic difficulties include self-assessment evaluations, required course examinations, and observation of the student's performance by course faculty and/or class advisers. Course directors may give voluntary self-assessment tests or students may use computer item banks available through the Medical Sciences Teaching Labs (MSTL) to determine their level of mastery of course material and to identify problems with learning the course content. There should be at least one opportunity for self-assessment in courses that extend over a long period and/or account for a substantial portion of the total course hours in an academic year. The content of self-assessment exams should be tied closely to the goals of the course. If the self-assessment exams are graded by the faculty or the faculty have knowledge of students' performances, the associate dean for Academic and Student Programs, provided with these results, meets with students who demonstrate academic problems to discuss whether academic assistance is needed. Students, after discussions with the associate dean for Academic and Student Programs, have the right to initiate or decline offers of academic assistance during the early stages of a course.

Required midterm or end-of-course exam failures identify students at academic risk. At this point students have demonstrated actual problems that may portend difficulty with other subject matter. Academic assistance is offered as needed based on discussions among students, the course director, the student's class adviser, and the associate dean for Academic and Student Programs.

Direct observations made by course directors, faculty, or class advisers, of students' academic performance and participation in courses may identify students at risk of academic difficulty. Attention should be given to signs indicating possible academic problems, i.e., psychological factors, withdrawal, difficulty responding to content-related questions, absenteeism, marginal performance on exams, or other criteria.

Forms of Academic Assistance

There are several types of academic assistance. The course faculty, who are responsible for the course content with which a student is having difficulty, provide the primary assistance. Students should be encouraged to seek help from faculty as soon and as often as questions arise. If a student feels he or she is having difficulty understanding the course content in general, he or she should be encouraged to meet with the course director and together decide on the appropriate method of assistance. Methods may include regular meetings with the course director or other course faculty, directed reading assignments, special problem-solving practice, or working with a group of students with faculty support.

Tutorials. One formal means of offering academic assistance is the establishment of tutorials for students having academic problems. The tutorials can be led by faculty, graduate students, or medical students, and are defined as special sessions focusing on content for an individual student or a small group of students. The decision on whether the tutorials are offered in small groups or one-to-one is based on the resources of the department or the medical school and the needs of the students. Tutorials are under the direction of the course director. If graduate or medical students serve as tutors they should be certified by the course director and should meet regularly with the course director.

Monitoring and Evaluation. Students receiving academic assistance are monitored by the associate dean for Academic and Student Programs, involved course directors, and the students' class advisers in order to follow students' progress and to evaluate the effectiveness of the academic assistance being provided. Course directors should feel free to use innovative methods for giving academic assistance but should also inform the associate dean for Academic and Student Programs of any new approaches being used. Similarly, the associate dean for Academic and Student Programs should be able to suggest effective methods for academic assistance to the course directors.

The Learning and Assessment Laboratory. The Learning and Assessment Laboratory (LAL) provides an array of services for medical students, including academic counseling, self-assessment materials, review materials, stress management, test-taking skills, study skills, time management, learning strategy implementation, and note-taking techniques. The LAL routinely conducts workshops for medical students on various learning skills topics. Students may refer themselves to LAL for individual assistance and may work individually or in groups with LAL staff. Students who demonstrate academic problems are routinely referred to LAL for evaluation and assistance.

Evaluation for Specific Learning Disabilities. The University Counseling Center has a professional staff that evaluates students for specific learning disabilities. Students who are experiencing significant academic difficulty inconsistent with their documented aptitude and their efforts to perform academically may be referred for evaluation at the center. If an identified learning disability is remediable in the medical school learning environment, every effort is made to accommodate the student's academic needs. Students who are identified with a learning disability may register with the Office of Handicapped Student Services to use the resources of that office or the University.

Reading Skills. To master the medical school curriculum o must read a voluminous amount of course and supplemen tary materials. The University Reading Program provides services for students to improve their reading skills by increasing both their reading speed and comprehension. The program is self-paced and allows students to establish their own schedule for using the program resources.

Writing Skills. Effective communication in medicine requires both oral and written skills and the medical scho curriculum has increased the emphasis on effective writin skills. Students who wish to improve their writing skills o who are identified by faculty as needing assistance with their writing skills may use the Writing Center (Phillips Annex by appointment only; the undergraduate library fo walk-ins). Advanced graduate students are available to wo with students on writing style, syntax, organization, grammar, or specific written assignments.

Summer Review Program. This is an individualized summ program offered at the end of the first and second year fo students with limited academic deficiencies. Students elig ble for this program have failed no more than twenty percent of the total course hours in an academic year. Studen who demonstrate passing scores on a re-examination of their failed course(s) at the end of the Summer Review Program are promoted to the next year of the medical school curriculum without delay. Of necessity, students who fail these re-examination(s) become eligible for a dec erated program. Course directors set the standards for pas ing a re-examination, and these standards must be simila to the standards established at the end of the course.

Deceleration. This program is appropriate for individuals with academic deficiencies that are broader than those of students admitted to the Summer Review Program. Students who are unable to complete successfully the dec erated program are likely to be dismissed from medical school.

First Year. Students having serious academic difficulties after the first half of the first semester may be advised to enter a decelerated program. Students failing twenty percent or more of the course hours in the first semester of first year are likely to begin a decelerated curriculum in January of their first year on the recommendation of the Student Promotions Committee (see "Student Promotio Committee Process"). A decelerated curriculum is indivi ally designed by the associate dean for Academic and Student Programs, the student, and class adviser. The student continues to be eligible for the special academic assi tance programs. A decelerated first-year curriculum is us

/ designed to be completed in no more than two years. idents beginning a decelerated curriculum in the second nester of their first year of enrollment might be allowed, the discretion of a course director and the associate dean Academic and Student Programs, to remedy at least one irse deficiency by self-study and re-examination. In lition, if the student passes all second-semester courses luded in the decelerated program, she or he should be owed to remedy some of the remaining first-semester iciencies during the summer at the discretion of the irse director and the associate dean for Academic and dent Programs. Alternatively, with prior approval by the irse director, students could take a course(s) at another itution during the summer to satisfy require- nts. Students in a first-year decelerated program may be wed under certain circumstances and with the recom- ndation of the associate dean for Academic and Student grams, to take one or more second-year course(s) dur- the second year of the first-year program.

dents in the second year of a first-year decelerated cur- lum may take second-year courses or selective seminars 1 the approval of the associate dean for Academic and dent Programs and relevant course directors. This rec- mendation applies only to decelerated students whose gress allows them to take some second-year courses. nission for a student to take second-year classes is given he associate dean for Academic and Student Programs, considers the student's performance in the first year of the factors in the decision. The option of taking sec- -year courses during the second year of a first-year elerated period depends on each eligible student's dule of the first-year course load. This option, when opriate, effectively reduces the course load for students ng their second year (their third year of medical school llment).

provide a decelerated second year to those decelerated -year students unable to take second-year courses dur- their first-year curriculum, the associate dean for lemic and Student Programs may offer the option of iding the second-year curriculum over three semesters. availability of this option is limited by the constraints erkship and clinical elective scheduling. Upon advice quest from the associate dean for Academic and ent Programs, students might take a reduced load dur- he second year by postponing certain second-year ses and the selectives until the following fall (their h year of medical school enrollment). These students d delay their clinical clerkships until January.

ents in a decelerated program should be monitored ly by their class advisers and the associate dean for emic and Student Affairs to forestall recurrence of aca- c problems.

Students who are not in serious academic difficulty may request a special decelerated program contingent upon approval of the associate dean for Academic and Student Programs and the ability of the school to accommodate additional individual decelerated programs within its curriculum.

Second Year. Deceleration during the second year is voluntary based on requests from students or advice from the associate dean for Academic and Student Programs. One method for decelerating the second year is to allow students to drop a course such as Pharmacology, Pathology, or Mechanisms of Disease and not take any selectives during that semester. Students who consider such deceleration should be informed by the associate dean for Academic and Student Programs of the school's policy regarding evaluation of students (see "Student Evaluation—The Preclinical Curriculum").

Students repeating the second year are provided with academic assistance under the direction of the associate dean for Academic and Student Programs.

Additional Recommendations and Comments

Students experiencing academic difficulty should be screened to see that physical illness or personal, financial, or emotional problems are not factors. In some cases students may be counseled to take a leave of absence to resolve problems. If allowed a leave of absence the student must comply with the requirements for a leave of absence (see "Leave of Absence").

Regular communication should occur among various support sources (course directors, class advisers, the associate dean for Academic and Student Programs, and the staff of the Learning Assessment Lab) who are working with individual students.

All students should be encouraged to form learning teams. For many students, teams often promote learning and enhance performance. Some courses might present exercises to demonstrate the usefulness of learning teams in enhancing learning and performance.

Obtaining Tutorial Assistance

Students who have specific questions or misunderstandings about course material should speak with the lecturer who presented the material or the faculty or the teaching assistant assigned to their lab for that particular course. Students who have more significant problems with course content should meet with the course director to discuss their individual problems and needs. The student and the course director should decide on the best method to help the student approach and understand the course material.

If the course director feels that the student is having significant problems with the course content and merits individual tutorial assistance, the course director should refer the student to the associate dean for Academic and Student Programs so that arrangements can be made to hire a tutor. Tutors are certified by the course directors. Once a tutor is identified, the student and tutor arrange to meet two to four hours per week to review the course material and to deal with the student's academic problems in the particular course. Tutors are paid by the Office of Academic and Student Programs for a maximum of four hours per week per student or on a predetermined sliding scale if tutoring a group of students. If the student requires more than four hours per week of tutorial assistance for a particular course, he or she is responsible for paying the tutor for the additional hours. Students may discontinue their tutoring sessions whenever they feel they can master the course material without assistance.

Students who have difficulty with their tutor should report this to the Office of Academic and Student Programs. Tutors are required to submit monthly reports of the student's academic progress to the Office of Academic and Student Programs. If the student is not making adequate progress, then she or he is referred to the associate dean for Academic and Student Programs for advice.

Students who participate in the tutoring program submit an evaluation form on the effectiveness of the program to the Office of Academic and Student Programs at the end of each semester. Students who do not return these evaluation forms are not eligible for tutorial assistance in future courses.

Students should maintain monthly contact with the director of the course in which they are having academic difficulty to assess the adequacy of tutoring sessions as to their content and pacing.

Before a student is assigned to a tutor, he or she must sign a Tutoring Program Agreement that indicates that the student understands the policies of the tutoring program and will abide by these policies. If the student does not abide by these guidelines, he or she is responsible for reimbursing the tutor. Students receiving tutorial assistance are expected to participate in all formal course work. All interactions between tutors and students are strictly confidential.

Academic Assistance—The Clinical Years

General Guidelines

Students' class advisers, the third-year clerkship director o faculty assigned by the clinical departments for the fourth year, and the associate dean for Academic and Student Programs, who directs the Academic Assistance Program, are involved in decisions regarding appropriate academic assistance formats for students.

As in the first two years of the curriculum, once a student has been identified and academic assistance is offered, thi student bears the primary responsibility for seeking and following up on the assistance programs.

Identifying Students Who May Be at Risk of Experiencing Academic Difficulties in the Clinical Yea

A major objective of the academic assistance program is t address in advance factors that may result in academically related problems. Students at risk of experiencing academ difficulties are offered academic assistance at the outset of the third year. Students who experienced academic difficu ty in the first or second year and who are believed to be a risk for the third-year curriculum are monitored by the associate dean for Academic and Student Programs and offered available academic assistance as needed.

Once into the clinical years students have less time to address academic problems since learning at this stage is very unstructured and students have the additional respo sibilities of patient care. Thus, every effort should be ma before the third year to correct severe deficiencies or personality problems that may interfere with academic performance.

Performance in both the Mechanisms of Disease and Medical Practice and the Community (MPAC) courses a good indicators of performance in the third and fourth years. Thus, special attention is paid to those students w had passing but borderline grades or selective deficiencies in either of these courses. Students who are identified as being at risk then receive guidance and advice about self study and/or about the possibility of tutorial assistance from faculty, residents, fellows, or in some instances, sele ed medical students. Further, students identified as being at risk should meet with the associate dean for Academic and Student Programs and their class advisers during the period between the second and third years for pre-third-year advising. This advising procedure should ensure tha combined effort by the associate dean for Academic and Student Programs and students' class advisers establishes

rly attempts to mitigate potential problems that may
cur during the clerkships. After consultation with a stu-
nt at risk of academic difficulty and the student's class
lviser, the associate dean for Academic and Student
ograms may notify clerkship directors or designated fac-
ty.

**etermining the Causes for Academic Problems
ring the Clinical Curriculum**

oncognitive Factors. Difficulties may stem from cognitive
ctors or from noncognitive factors such as emotional,
alth, financial, or personal problems. The associate dean
Academic and Student Programs and the student's class
viser are resources and provide referral for problems that
ect academic performance because of emotional, health,
personal problems. The offices of Academic and Student
grams and Student Affairs work jointly in addressing
se problems. In some cases students may be counseled to
e a leave of absence to resolve problems. If allowed a
ve of absence the student must comply with the require-
nts for a leave of absence (see "Leave of Absence").

e student's class adviser, the student, the associate dean
Academic and Student Programs, and the associate dean
Student Affairs can, with special consultation, decide on
student's particular needs and the type of assistance
icated. The course director is not directly involved in
stance relative to noncognitive problems but provides
stance with scheduling and other matters so that stu-
its can take advantage of resources available to them.

gnitive Factors. Regarding cognitive problems, every
rt should be made to identify the source, i.e., deficien-
in basic sciences knowledge, bedside skills, technical
ls, integrative skills, problem-solving skills, communica-
skills, or interpersonal skills. Academic assistance
uld be tailored to the needs of the individual student
determined jointly by the associate dean for Academic
Student Programs, the student's class adviser, the course
ctor, and the student. Available forms of academic assis-
e should range from advice concerning self-study and
rmation management to tutorials with the ward team
vith specially assigned faculty, residents, or fellows. For
e situations a period of intensive remediation with sep-
e tutoring sessions may be needed.

**tification of Academic Problems
ing Third-Year Clerkships**

lents with academic problems should be identified as
as possible during the course of a clerkship. Students
ld be provided with timely feedback. This feedback
ld take the form of a personal conversation with either
clerkship director or an attending faculty member at the
point of the clerkship unless the structure or duration of a clerkship prohibits this. This evaluation guides students identified as marginal or failing in their clinical performance. It is also beneficial to students who have performed well and encourages them to reach their full potential.

The midclerkship evaluation forms of all students who have a low pass or failing grade should be promptly forwarded to the Office of Academic and Student Programs. Those students should be immediately notified by the associate dean of Academic and Student Programs of a meeting that includes the student's class adviser and the clerkship director. Notably, some students in need of academic assistance may only need assistance during a specific clerkship. Therefore, time should be allowed to provide students with appropriate academic assistance and to address identified problems or deficiencies during that period. Thus, there should be sufficient time for students to demonstrate acquired knowledge or actual need of academic assistance. A special concern is students who have limited academic deficiencies that although not severe enough to warrant a marginal or failing grade may interfere with their performance and clinical development in later rotations. Therefore, regular channels should be established so that faculty can freely comment about such student deficiencies to the class adviser and to the associate dean for Academic and Student Programs. These comments are used to facilitate teaching and remediation and are not intended to become part of the permanent record. In some cases, however, depending on the nature and severity of the problem, it may be necessary for the comments to become part of the permanent record.

Forms of Academic Assistance during the Clerkship

For some students experiencing academic difficulty early in a clerkship, the clerkship director should discuss the situation with the faculty preceptor (ward attending), the house officer, and the student before the formal midclerkship evaluation to establish a plan to address problems. But if the clerkship director believes she or he cannot effectively manage a particular problem, she or he should immediately contact the associate dean for Academic and Student Programs, who notifies the student's class adviser. The associate dean for Academic and Student Programs, the student's class adviser, and the student can plan a program of academic assistance.

If the associate dean for Academic and Student Programs becomes involved at the request of a clerkship director or after the midclerkship student evaluations, then he or she should meet with identified students and use information obtained from the clerkship directors for making decisions regarding academic assistance. Once the problem is called to the attention of the associate dean for Academic and

Student Programs, the student's class adviser immediately participates, along with the clerkship director, in any deliberations concerning forms of offered academic assistance. Using information gained from discussions with the clerkship director, the student's class adviser, and the student, the associate dean for Academic and Student Programs arranges the academic assistance that best addresses the student's problem. The associate dean should use available resources to assist students in overcoming deficits or in acquiring skills needed for subsequent success in their clinical training.

Students who have received a failing grade in a clinical clerkship may be required by the Student Promotions Committee to repeat all or part of the clerkship before being promoted to the fourth year. The Student Promotions Committee, with advice from the associate dean for Academic and Student Programs and the class adviser, should review the record of any student having a marginal or low pass grade to decide whether any remedial action should be taken.

The following are recommendations regarding repetition of all or portions of a clerkship:

- A faculty preceptor assigned by the clerkship director should monitor the student's progress during the rotation and ensure that problems and deficiencies are properly addressed.
- The ward experience should not merely be a repeat of the clerkship. Every effort should be made to assign the student to rotations that give representative experience under residents and faculty who ensure that students receive proper guidance, supervision, and evaluation.
- The faculty, fellows, and residents working with students should be aware of their specific problems to effectively help ameliorate them.
- The task of constructing a remedial program should not be left entirely to the clerkship director.

Topics and skills that should be emphasized and evaluated during a remedial period are 1) the ability to retrieve and interpret information from the literature over a short time period as needed for patient care; 2) the ability to obtain a history and perform a complete physical examination in an efficient and timely fashion; 3) the ability to elicit and interpret abnormal physical findings; 4) communication skills including the ability to summarize and present complicated medical information; 5) the ability to integrate clinical information and laboratory data to formulate a differential diagnosis; 6) the ability to apply pathophysiological principles in the clinical setting; 7) knowledge of principles of therapeutics; 8) appropriate interpersonal skills; and 9) appropriate attitudes and habits.

At the end of the remedial clerkship, students should be evaluated for clinical skills, clinical performance, and fund of knowledge. Satisfactory completion of a remedial clerkship should require a passing grade in each of these areas.

Sharing Prior Clerkship Performance Information with Succeeding Clerkship Directors

Clerkship directors or designated departmental faculty ma be notified of students who need additional academic assistance as they begin their third year. Identification of such students is based on the outcome of the preclerkship advising system. The student's progress is closely monitored by the associate dean for Academic and Student Programs an intervention is carried out as appropriate.

Further, the associate dean for Academic and Student Programs should be allowed discretion about providing information. For example, if the associate dean believes that a particular student will not benefit by having a succeeding clerkship director informed of the student's past performance, the associate dean has the option of not sharing the information. However, performance in subsequen clerkships should be followed closely by the student's class adviser and the associate dean for Academic and Student Affairs to detect persisting problems. Should such problen exist, the associate dean for Academic and Student Programs discusses the student's previous related problems with the clerkship director.

Academic Assistance during the Fourth Year

Given the elective nature of the fourth year and because many of the courses are organized at the divisional rather than departmental level, clinical departments should have designated person or a special committee to provide academic assistance for students with academic deficiencies in the fourth year. Any remedial experience requested by the Student Promotions Committee or the associate dean for Academic and Student Programs should be tailored to the specific needs of the student. The experience should be individually based and involve extensive contact with preferably several faculty members, residents, or fellows. The experience should be at a level beyond that of the cli ical clerkships and should include carefully supervised patient care responsibilities.

To receive a passing grade for any remedial experience in the fourth year, the student should exhibit knowledge, cli ical skills, problem-solving skills, technical skills, and bedside skills appropriate for a person about to graduate. Given the decision that the Student Promotions Committee may have to make regarding graduation, the student's clinical skills must be comprehensively assessed.

ode of Student Conduct

ery student at the University of North Carolina at apel Hill is responsible for obeying and supporting the nor Code, which prohibits lying, cheating, or stealing en these actions involve the academic processes or iversity student or academic personnel acting in an offi- capacity.

s the further responsibility of every student to abide by code; namely, to conduct him- or herself so as not to nificantly impair the welfare or the educational opportu- es of others in the University community.

dent Responsibilities

conduct all academic work within the letter and spirit of Honor Code, which prohibits the giving or receiving of uthorized aid in all academic processes.

To consult with faculty and other sources to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in the preparation of written work; and to identify allowable resource materials or aids to be used during an examination or in completion of any graded work.

To sign a pledge on all graded academic work certifying that no unauthorized assistance was received or given in the completion of the work.

To comply with faculty regulations designed to reduce the possibility of cheating, such as removing unauthorized materials or aids from the room and protecting one's own examination paper from view to others.

To maintain the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student who has yet to write that same examination.

To report any instance in which reasonable grounds exist to suggest that a student has given or received unauthorized aid in graded work. Such a report should be made to the Office of the Student Attorney General or the Office of Student Affairs.

To cooperate with the Office of the Student Attorney General and the defense counsel in the investigation nd trial of any incident of alleged violation, including the giving of testimony when called upon.

acted from the *Instrument of Student Judicial rnance*, p. 6-7.

Policy on Physician Impairment Due to Substance Abuse

Purpose

Physician impairment due to alcohol and other substance abuse has been recognized increasingly as a significant problem nationwide. Research suggests that twelve to fourteen percent of all practicing physicians are or will become impaired during their careers. Of particular importance to medical students as future physicians is the fact that a large percentage of impaired physicians report that impairment began during their undergraduate or graduate years of training. The purpose of this program is to reduce the number of impaired physicians by treating and preventing impairment that may begin during medical school.

Guidelines

As stated in the policy on promotions, the medical faculty, in view of its responsibility to the public, exercises its obligation to dismiss any student from the medical school "if the student does not in the judgment of faculty show sufficient promise, fitness, or appropriate moral character to justify his or her continuing the study of medicine regardless of academic performance." In this context, impairment and in particular impairment due to substance abuse, is not compatible with fitness.

Judgments must be made about whether a student has a problem with substance abuse, chemical dependence, or impairment. In this context substance abuse and/or chemical dependence is distinguished from substance use. The term impairment means an interference with functioning that results in behavior potentially harmful to self or others. It is the intent of this policy to provide a mechanism to assist students who have developed a problem with substance abuse and/or chemical dependence as early as possible, preferably before significant impairment results; and before associated behavior occurs that is potentially harmful to self or others, that violates the regulations of the School of Medicine or The University of North Carolina at Chapel Hill, or that violates the accepted standards of the medical profession.

This policy, as it relates to the fitness of a student, addresses only the personal and professional problems associated with substance abuse. The legal obligations of The University of North Carolina at Chapel Hill and the UNC Hospitals regarding reporting of criminal activity and the responsibility to the public are in no way altered by this policy.
Taken together with a commitment to the mission of the medical school, this policy is an expression of humanitarian concern for the student who is impaired as a result of substance abuse.

This policy recognizes that alcoholism and drug abuse among students and physicians are too often ignored or untreated, in part because affected individuals and others often deny that there is a significant problem. The focus of this policy on impairment is therefore on substance abuse. This policy recognizes that alcoholism and drug abuse are treatable conditions and encourages all impaired students to seek help and cooperate in treatment at the earliest time in order to retain or regain full effectiveness.

This policy recognizes that constructive intervention by a helping group may be necessary when a student is impaired or where there is a serious risk of impairment resulting from an already existing substance abuse and/or chemical dependence.

This policy is designed to assure that recovered students are able to continue their medical education without stigma or penalty. Resumption of medical studies by a formerly impaired student is dependent upon the successful completion of treatment, including participation in a program of aftercare and monitoring.

All University of North Carolina administrative and academic policies, including the Honor Code, remain applicable to impaired students.

These guidelines and the accompanying procedures are developed to provide assistance to members of a Committee on Impairment, to other school committees, and to individual members of the school's community who may be confronted with the problem of a student who is impaired or at risk of impairment resulting from an already existing substance abuse or chemical dependence.

This policy recognizes that students, as young professionals and future physicians, are required at times to make painful but morally correct decisions. The desire to identify and assist impaired colleagues is required by concern for their well-being and the harm they may cause to patients, loved ones, and colleagues. The school recognizes that the AMA's principles of medical ethics commit physicians to identifying colleagues who are not practicing medicine in a competent manner and that these principles apply to everyone at the medical school, including faculty and staff. The AMA's principles of medical ethics has special relevance for mentors, friends, clinical preceptors, and advisers of students.

Procedures

The procedures noted below are intended to implement the School of Medicine's guidelines on student impairment due to the problem of substance abuse. A committee is responsible for implementation of the policy on impaired students. The membership of the committee includes Schoo of Medicine faculty who are broadly representative, who have links to treatment resources, and who have expertise in the evaluation and treatment of substance abuse disorders. The committee also includes ten student representatives, two elected from each medical school class, who ar asked to serve on the committee during their entire medi school career, and two Medical Allied Health students. T committee is co-chaired by a faculty member and one of the fourth-year student representatives.

The functions of the committee are:

- to answer questions about impairment in general and substance abuse in particular
- to encourage all students who have a problem with su stance abuse and/or chemical dependence to seek hel at the earliest possible time
- to investigate and validate allegations of impairment and determine whether a student is impaired
- to directly intervene in instances where a medical student has been evaluated and judged to be impaired b substance abuse or to be at risk because of chemical dependence and to recommend an individual progra of treatment
- to assist in monitoring the student's progress during treatment
- to assist the recovered student in re-entering the medical school environment and successfully resuming an completing medical studies
- to explore and encourage the provision of adequate treatment resources

Students who are seeking assistance, or a student, faculty member, or other individual who is concerned that a student may have a problem, may contact anyone on the co mittee. Such reports are held in strict confidence by the committee, as is the name of the individual making the report, except in the instance where it is necessary for th information to be put forward in the course of due proc or when the dean is notified of a problem in accordance with this policy. The student representatives on the committee and the faculty co-chair conduct the initial invest gation of the facts to determine the accuracy of the repo ed information and acquire other relevant information a discreetly as possible. The faculty co-chair notifies the involved student at the outset that an allegation has bee made and that an investigation of the facts is to be initia ed. The student has an opportunity at this point to prov any explanatory information, to confirm or deny the exi tence of a problem, and to begin the process of evaluatio and treatment. Others on the committee assist with the tial investigation as necessary. Based on this review, a de

ination is made as to whether a problem with substance
ouse or chemical dependence exists, whether a student is
npaired, and whether and what type of intervention is
ppropriate. In cases where there is some doubt, the com-
ittee meets to participate in the determination.

intervention is necessary, a meeting with the student is
ranged to discuss the problem, with the goal of providing
sistance to the student in recognizing the problem and in
eking treatment. Further medical and/or psychiatric eval-
ition of the student may be recommended. Students are
pected to cooperate fully with the committee. At this
ige the student again has the opportunity to respond to
e determination if desired.

ne committee makes recommendations for treatment or
her appropriate disposition. The student has the opportu-
ity to participate in decisions about treatment. In this
ntext if the student is impaired and treatment is recom-
ended, he or she is required to agree to the terms of treat-
ent and monitoring acceptable to the committee as a
ndition of a leave or of remaining in school.

the student refuses to acknowledge that an impairment
sts, the student has the opportunity to meet with and
esent evidence to the committee. If the committee then
ermines that the student is impaired but the student dis-
ees, or if he or she is not compliant with or is unsuccess-
in the recommended treatment program, the associate
in of Academic Affairs is so informed by the committee
l the matter presented to the established Student
omotions Committee for disposition.

student is considered by the committee to be impaired,
committee determines whether the impairment is of
h a nature that the dean or associate dean for Academic
airs should be informed of the impairment in order for
committee to adequately meet its responsibility to the
ients and the public. The co-chairs of the committee
et regularly with the dean or the associate dean for
demic Affairs to review reporting requirements.

impaired student who has agreed to participate in the
ommended treatment program may be placed on an
cial leave of absence by the Student Health Service
le the treatment is in progress. The usual duration of
n leaves is one academic year. The usual clearance from
Student Health Service and approval by the committee
quired before the student can return from leave status
proceed in school. If necessary and appropriate, the
e of absence/treatment period may be extended for an
itional time, up to the limits imposed by the school's
ing two-year maximum leave policy.

Monitoring and aftercare continues as appropriate after the student has completed initial treatment. Graduating students under treatment, including those in a program of aftercare and monitoring, are transferred to the Committee on Physician Effectiveness and Well-Being of the State Medical Society in the state where they will be receiving their residency training.

All costs of treatment and testing measures are the responsibility of the student, although the committee may be able to facilitate provision of treatment or assist in locating resources. Students are encouraged to have adequate health insurance.

The normative sanction in all instances of noncompliance with treatment recommendations is dismissal from the School of Medicine. A similar sanction is expected if the student drops out of the recommended treatment or fails to maintain fitness after she or he is reinstated in the School of Medicine, although it is within the committee's discretion to revise the recommendations. The final disposition of any case, such as dismissal, is a judgment that resides with the dean of the School of Medicine. A student who is dismissed has access to the established appeal procedures of the School of Medicine (see "Student Promotions Committee Process" and "Appeal of a Student Promotions Committee Decision").

Graduate Student Participation in Medical School Courses

Graduate students may participate in medical school courses under the following conditions:

Only courses that are part of the first- and second-year curricula may be taken by graduate students. Such courses are further limited to those courses approved by the senior associate dean and the course director's committees at the request of the chairs of departments. Approved courses are crosslisted with the Graduate School. Approved courses are available on a space-available basis, with medical students having first priority. Available space is determined by the registrar of the School of Medicine and the director of the Medical Sciences Teaching Labs at the beginning of each semester when the number of participating medical students is known.

Only University of North Carolina at Chapel Hill graduate students enrolled full-time in a degree program, or those who have been given permission by the instructor, are eligible to participate.

Eligible students can add approved courses only at the time of drop-add, which occurs at the beginning of each semester. Students must obtain written permission from the appropriate department chair and the director of the Medical Sciences Teaching Labs (or their designates). Participating students are enrolled in the appropriate departmental crosslisted course(s) and graded separately from medical students. The reporting of grades is the responsibility of the University registrar and the department or school in which the graduate student is enrolled. Any departmental chair may request an exception to the policy for a course(s).

Participation in any laboratory or small group component of a course is permitted at the discretion of the course director.

Delay of Graduation

The Student Promotions Committee is charged with making all decisions in matters of promotion and graduation and has the authority to grant permission for a student to voluntarily postpone graduation for the purpose of taking additional elective courses, if in the opinion of the Student Promotions Committee the reasons are valid and the student's plan is appropriate.

Initiation of a Request

A student may initiate a request to the Student Promotions Committee by:

- presenting the associate dean for Academic and Student Programs with a written request stating the rationale and detailing the proposed course schedule, calendar, and anticipated date of graduation;
- providing the associate dean for Academic and Student Programs with a written statement from the class adviser concerning need and a written statement from the electives adviser on the proposed course selections and calendar;
- requesting, if desired, a personal appearance before the Student Promotions Committee to present the request.

Review by the Student Promotions Committee

The associate dean for Academic and Student Programs presents the request and supporting statements to the Student Promotions Committee, which reviews all pertinent available information on the student and the propos with the class adviser present.

If the Student Promotions Committee denies the student' request, the usual levels of appeal of the Student Promotions Committee decisions are available to the student (see "Appeal of a Student Promotions Committee Decision").

Guidelines

If the Student Promotions Committee grants the request, the student is informed of and agrees to the following stipulations:

- The student continues administratively as a senior stu dent beyond the original expected graduation date.
- The student registers officially and is charged tuition and fees for all courses taken beyond the original expected graduation date not to exceed the annual tuition rate.
- The usual performance standards apply and all grades and evaluations awarded become a part of the official record.
- The Student Promotions Committee considers all course grades and evaluations in reaching its ultimate decision concerning graduation and the awarding of t M.D. degree (see "Student Promotions Committee Process," "Student Evaluation—the Preclinical Years," and "Student Evaluation—the Clinical Years").
- The Student Promotions Committee has the option c not considering these additional electives in their awa ing of final grade of Honors for the Year.
- The Dean's Office letter of recommendation includes the additional course(s) taken.

All course approval and advising follows the regular patte established for fourth-year students. The student cannot given special priority over other fourth-year students in t choice of courses or scheduling sequences.

The student is ineligible for financial aid unless aid come from sources that do not limit aid for other students; ho ever, the usual considerations given to fourth-year studer for insurance apply.

The student has the responsibility for notifying and mak the appropriate arrangements with the NRMP.

The privilege of delaying graduation is not extended for more than one academic year beyond the original expect date of graduation.

eave of Absence (LOA)

finition

eave of absence is defined as any interruption in the reg-
enrollment of a student in the University of North
olina School of Medicine curriculum. Regular enroll-
nt is primarily defined as full-time enrollment in four
secutive years of the medical curriculum, including
eduled free time. However, regular full-time enrollment
be extended beyond the four consecutive years of med-
school (i.e., decelerated curriculum), and may be less
full time, as specified by the policies of the University
North Carolina at Chapel Hill. Students pursuing full-
research may enroll for MEDI 399 Research, if they
to retain student status. Students taking a medical
e must be withdrawn by the Student Health Service,
at the option of the Student Health Service may or
not be required to obtain clearance to re-enroll.

eral Guidelines

e Restrictions. The maximum leave permitted from the
ical curriculum at one time is two consecutive years.
h prior approval, leave may be extended for three con-
tive years for medical students enrolled in combined
ee programs. Extension beyond three years is discour-
and requires the permission of the dean on an individ-
asis. Students other than those in combined degree
rams, who wish to return after leave of more than two
ecutive years, must apply to the Admissions Office for
mission. If readmitted, the Admissions Committee will
rmine, after consultation with the appropriate faculty
administrators, the level at which a student would
er.

est for LOA. Except for emergency personal and med-
eaves, students are encouraged to submit their requests
ave at the earliest possible time. When plans for
rch, graduate school, etc. are indefinite, the request
ld be submitted subject to acceptance by the program.

ultation with Administration. Any student who obtains
e during the academic year, for whatever reason, must
te the process with the School of Medicine registrar
onsult with the associate dean for Academic and
nt Programs.

ctions During Exams. No leave may begin during any
ination period; students should request a medical or
nistrative excuse from examination(s).

Joint Degree. Students who intend to pursue a joint degree will be assigned to a special electives adviser. The adviser will determine which courses will carry joint credit in the medical school. In the first week of each semester, students taking courses for medical school credit must submit the appropriate drop-add forms documenting adviser approval.

Research. Students going on leave for full-time research may enroll in MEDI 399 Research for zero credit, in order to retain student status. The reasons for retaining student status are: Student Health Service privileges, including group medical insurance; University housing opportunities; library and recreational facilities; and deferment of student loan repayments. Tuition and fees are charged. Students may choose the terms of enrollment, and should indicate these on the leave form.

Leave During the Clinical Years. Generally, leaves of absence should occur between academic years. Students commencing third-year clerkships should plan to complete them within one academic year, except for reasons of health or emergency. Students who take electives after completion of third-year clerkships should plan to graduate within one year. Students who do not complete all of the required clerkships and electives before graduation are subject to the policy of Delay of Graduation.

1. *Delay of Clerkship.* In the third year students may delay a clerkship without taking a leave of absence. However withdrawal from academic work for more than six weeks is considered a leave of absence and is subject to all regulations noted within.

2. *Interruption of a Clerkship or Elective.* Subject to the discretion of the department, students who interrupt a scheduled clerkship or elective may be required to reschedule and complete the entire course in order to receive credit.

3. *Fourth Year:* In the fourth year normal progression is possible without enrollment in all three terms. Students opting such an elective schedule are not required to obtain permission for a leave of absence, but are required to provide written notice of intent not to enroll in a given term.

Mailing Address. While on leave, students must keep their mailing addresses current by notifying the School of Medicine registrar.

Financial Assistance. All students who receive financial assistance and who are considering a leave of absence should be aware of the implications for nonenrollment or taking course work below the half-time status. Financial assistance reflects actual enrollment hours and expenses will be prorated.

Students who fall below the half-time status or who take a leave of absence will accelerate their grace period and eventual loan repayments. Listed below are examples of grace periods and repayment dates.

University Loans National Direct Student Loan	*six month grace period then repayment of principal and interest until full-time status is regained*
Health Professions Student Loan	*one year grace period then repayment of principal and interest until full-time status is regained*
Guaranteed Student Loan	*for students who have loans at 8% or 9% there is a six-month grace period. For students who have loans at 7% there is a nine-month grace period.*
Health, Science, & Math Program	*each case will be reviewed independently*

Conditions of Return

1. Academic Conditions: In some cases the Student Promotions Committee may require students to take a leave of absence, and may impose conditions upon students' return, i.e., a student may be required to stand re-examination prior to re-enrollment (see policy Student Promotions Committee Process).

2. Limitations of Space: Continuing students will have priority over students returning from personal leave, both for seating space in the teaching laboratories and in clerkship assignments. Because of the time restrictions of remedial programs and Student Promotions Committee actions, advance notice about space availability may not be possible. It is possible that students will not be allowed to re-enroll when planned, if space is not available.

Initiating a Leave of Absence

Any leave of absence must be approved by the associate dean for Academic and Student Programs. The associate dean will approve or disapprove requests based on the personal needs of students, the implications for scheduling, size of classes, curriculum changes, and value to students' education. Before reaching a decision, the associate dean may consult with class advisers, the registrar and the assistant registrar, the financial aid officer (if applicable), the student affairs health coordinator, and others as appropriate.

Students must obtain a copy of the Leave of Absence polic and the appropriate Leave of Absence Request from the School of Medicine registrar. The following guidelines should be observed in processing leaves of absence.

Medical Leave

1. Students should consult with their class adviser.

2. Students must submit the completed Leave of Absence Request to the School of Medicine registrar, with the appropriate signatures, and/or letters according to the directions on the form.

3. Students must consult with a physician at the Student Health Service and obtain an official medical withdrawal.

4. Students should schedule an appointment with the associate dean for Academic and Student Programs and the registrar, assistant registrar, financial aid officer, and the healt coordinator to discuss the consequences of leave on scheduling, financial aid, grades, letters of recommendation, residency applications, etc.

Research Leave

1. Students should consult with their class adviser.

2. Students must submit the completed Leave of Absence Request to the School of Medicine registrar, with the appropriate signatures, and/or letters according to directions on the form.

3. Students should schedule an appointment with the associate dean for Academic and Student Programs and the registrar, assistant registrar, financial aid officer, and the healt coordinator to discuss the consequences of leave on scheduling, financial aid, grades, letters of recommendation, residency applications, etc.

Graduate Student Leave

1. Students should consult with their class adviser.

2. Students must submit the completed Leave of Absence Request to the School of Medicine registrar, with the appropriate signatures, and/or letters according to directions on the form.

3. Students should refer to the special periodic requirements for a joint degree (see section on "Joint Degrees," policy on Leave of Absence).

. Students must meet with the School of Medicine regis-
rar, or assistant registrar, to initiate an Intra University of
Jorth Carolina Change Form to change schools.

. Students should schedule an appointment with the asso-
iate dean for Academic and Student Programs and the reg-
strar, assistant registrar, financial aid officer, and the health
oordinator to discuss the consequences of leave upon
cheduling, financial aid, grades, letters of recommenda-
on, residency applications, etc.

ersonal Leave

. Students should consult with their class adviser.

. Students must submit the completed Leave of Absence
equest to the School of Medicine registrar, with the
ppropriate signatures, and/or letters according to direc-
ons on the form.

Requests for Personal Leave are subject to the approval of
e associate dean for Academic and Student Programs.

Students should schedule an appointment with the asso-
ate dean for Academic and Student Programs and the reg-
trar, assistant registrar, financial aid officer, and the health
ordinator to discuss the consequences of leave on sched-
ing, financial aid, grades, letters of recommendation, resi-
ency applications, etc.

heck-out Procedures

he University of North Carolina at Chapel Hill requires
udents to check out with the appropriate University
fices if leave begins after the first day of a semester or
mmer term. Upon notice from the associate dean for
cademic and Student Programs that a request for leave has
en approved, students should obtain a copy of the official
niversity Withdrawal Form from the School of Medicine
gistrar; check out as directed; and return the completed
rm to the School of Medicine registrar.

turn from Leave of Absence

tter of Intent to Return. Student must confirm their intent
return to school by submitting a letter to the School of
edicine registrar by the appropriate deadline as shown
low:

TERM	DEADLINE
Fall	May 1
Spring	November 1
Summer	February 1

dents will be notified about space availability. If re-
ollment is approved, they will receive the required
ms.

Return from LOA at an Earlier Date. Students who wish to return from a leave of absence earlier than planned, or who wish to extend a leave, should make an appointment with the School of Medicine registrar to discuss issues of scheduling and availability of space.

Curriculum Changes. Students should inquire at the Office of Academic Affairs about curriculum changes that may have occurred during the leave, and should seek counseling about individual circumstances well in advance of the expected date of return.

Outstanding Bills. Students must pay all bills owed to the University prior to registration.

Special Requirements

1. First- or Second-Year Students: If students are returning to the first- or second-year class, they must confer with the Medical Sciences Teaching Labs about the availability of laboratory and desk space.

2. Third- or Fourth-Year Students: If students are returning to the third- or fourth-year class, they must confer with the School of Medicine assistant registrar about scheduling options and requirements.

3. Return from Graduate Studies: If students are returning from a Graduate School Leave, they must initiate an Intra University of North Carolina Change Form with the Graduate School.

Submission of the Return from Leave of Absence Forms

Students must submit their intent to return in writing to the School of Medicine registrar, along with any additional forms or letters noted below.

1. Medical Leave of Absence: Students must obtain clearance from the Student Health Service, as required by a medical leave of absence (see “Medical Leave,” policy on Leave of Absence).

2. North Carolina Residency Status: Students who are absent more than one semester, and who are claiming North Carolina Residency Status, must submit a new North Carolina Residency Status Form to the School of Medicine registrar, so that a determination of North Carolina Residency Status for the purposes of tuition payment may be made.

3. Medical History Form: Students who are absent for two academic years must obtain and submit a Medical History Form to the Student Health Service.

Administrative Leave of Absence

All medical students are subject to the Code of Student Conduct as provided in the *Instrument of Student Judicial Governance* and to the provisions of the Committee on Problem Admissions and Extraordinary Disciplinary Emergencies. Nothing in this policy on administrative leave of absence or suspension from patient care activities will be interpreted in a manner that conflicts with either of these University-wide policies.

According to the procedure described herein, students may be placed on an administrative leave of absence and removed from the curriculum for one semester or two summer sessions (unless special circumstances exist) for the following reasons:

1. Failure to meet the School of Medicine's published deadlines for paying tuition and fees.
2. Failure to file a request by the School of Medicine's published deadlines for deferring payment of tuition and fees if financial aid is not yet available.
3. Failure to meet the School of Medicine's listed health requirements by the stated deadlines.
4. Failure to repay an outstanding debt owed to the School of Medicine (Emergency Loan), following a written warning from the financial aid officer or the associate dean for Student Affairs.

Students may be suspended from all patient care activities for the following reasons. Students suspended from patient care responsibilities will continue as enrolled students.

1. Students pose a potential danger to patients. (This procedure may be invoked independent of the provisions pursuant to the Policy on Problem Admissions and Extraordinary Disciplinary Emergencies and *Instrument of Student Judicial Governance* because it does not interrupt enrollment.)
2. Students are deemed to have engaged in unprofessional conduct which is not otherwise covered by the *Instrument of Student Judicial Governance.* (Examples would be verbal abuse of a patient, possession and sale of illegal drugs off campus, breach of patient confidentiality, or other behavior unacceptable for a physician-in-training.)

Recommendations to place students on an administrative leave of absence or to suspend their patient care activities may come from any of the school's administrative offices (Student Affairs, Academic Affairs, Office of Academic an Student Programs) or directly from the dean.

When a recommendation is made to place a student on an administrative leave or to be suspended from patient care activities, a meeting shall be held within ten working days of the recommendation with the student, his or her class adviser, the administrator recommending the leave or his her representative, and the associate dean for Student Affairs or her delegate. The associate dean will be responsible for calling the meeting. If, following reasonable notice the student cannot be reached or cannot be present for th meeting, the meeting may be held in the student's absenc Reasons for the administrator's recommendation will be presented to the student at this meeting, and the student will have the opportunity to respond. Efforts will be mad to reconcile differences between the student and the appropriate administrator at this meeting. Thereafter, the associate dean for Student Affairs will make the decision about whether the student is placed on administrative leave or suspended from patient care activities. The decision to suspend the student from patient care activities will be effective immediately. The decision to place the student on lea will be effective immediately, unless the student appeals t decision. If the student appeals the decision, this decision will not go into effect unless and until the Student Appea Committee denies the student's appeal. The reasons for t decision of the associate dean for Student Affairs will be conveyed by letter to the student.

Appeals Process: Except in instances where students are suspended from patient care activities for unprofessional conduct which is not otherwise covered by the *Instrument of Student Judicial Governance*, students who disagree with t decision of the associate dean for Student Affairs have th option to appeal the decision to the Student Appeals Committee. Students may appeal only on the following grounds:

1. the decision was arbitrary and unfair
2. the decision was made on the basis of impermissible b (e.g., racial, sexual, sexual orientation, religion)
3. the decision was made in the absence of relevant information later made available but which was not available the time of the original hearing

udents' appeals and requests for a hearing before the
udent Appeals Committee must be made within five
orking days of the decision of the associate dean for
udent Affairs. Students will continue in the curriculum
hile their appeal is being considered. The usual proce-
ures are followed for the hearing of an appeal before this
mmittee, including a meeting with the associate dean for
cademic and Student Programs, and the class adviser to
epare for the appeals process. Students have the option to
pear in person at the hearing of the Student Appeals
ommittee.

decision of the Student Appeals Committee, with which
e dean of the School of Medicine concurs, may be
pealed to the chancellor of the University.

udents suspended from patient care activities because of
professional behavior or in circumstances where students
ve been determined to pose a potential danger to
tients, may appeal the decision of the associate dean for
udent Affairs to the Student Promotions Committee. The
udent Promotions Committee will review all relevant
ts and determine a course of action. Prior to and during
consideration by the Student Promotions Committee
idents will remain in the curriculum but may continue
ly in non-patient care courses or electives. Access to
tients and medical records will be denied pending the
tcome of the Student Promotions Committee hearing.
e usual procedures will be followed for a hearing before
Student Promotions Committee, including a meeting
the associate dean for Academic and Student Programs
d the class adviser to prepare for the hearing process.

lecision of the Student Promotions Committee, with
ich the dean of the School of Medicine concurs, may be
ealed to the chancellor of the University.

*urn from Administrative Leave or Suspension from Patient
re:* The duration of the leave will be one semester (or
summer sessions) unless special circumstances exist.
e Student Promotions Committee will consider a stu-
it's request to return from administrative leave at their
ular end of the semester meeting to determine if all
ninistrative requirements have been met. For those on
ve related to unprofessional behavior or danger to
ients, individual progress toward remediation of defi-
icies will be considered.

cumentation: A note will be placed in student's perma-
it files regarding the reasons for the leave or suspension
n patient care. Upon return to good standing, a note to
the file acknowledging this status will also be placed in student's permanent files. If the case is heard by the Student Promotions Committee, a copy of their official letter to the student will also be placed in the student's file.

Pay for Elective Credit

Students with Active Duty Military Obligations
Students who have active duty military obligations are allowed to receive elective credit for experiences that meet the medical school's academic criteria for away electives, although they receive pay for the experience. The amount of credit received is based on the school's policies on elective credit. The student presents a description of the elective experience to the relevant medical school academic department and receives approval from the department, the academic adviser, and the dean. Students must complete the minimum number of electives in the University of North Carolina system currently required unless permission is given by the associate dean of Academic and Student Programs to take a reduced number because of mitigating circumstances.

Students Who Receive Monetary Fellowships to Participate in Educational Experiences
Students who receive fellowships to participate in educational experiences approved as medical school electives may receive elective credit for the experiences. Approval to receive elective credit should follow the medical school's policies for elective credit and follow the current procedures for obtaining elective credit. The associate dean of Academic and Student Programs, who assists students with their application for monetary fellowships, determines the appropriateness of the fellowship to the student's academic program and provides final approval for elective credit.

Students Who Are Invited to Receive Stipend Support While Working on a Faculty Research Project and Who Wish to Receive Elective Credit
Students who are offered stipend support while working on a faculty research project may request elective credit. The approval to receive elective credit should follow the medical school's policies for obtaining elective credit. The associate dean of Academic and Student Programs assures that policies governing funds from which the stipend is obtained do not prohibit students from receiving elective credit. The associate dean determines the appropriateness of the request for elective credit and provides final approval for elective credit.

Statement on Equal Educational Opportunity

The University of North Carolina at Chapel Hill is open to people of all races and is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or disability. Any complaints alleging failure of this institution to follow this policy should be brought to the attention of the Assistant to the Chancellor. The University of North Carolina at Chapel Hill actively seeks to promote integration by recruiting and enrolling a larger number of African American, Native American, and other minority students.

Policy on Nondiscrimination

It is the policy of The University of North Carolina at Chapel Hill that educational and employment decisions be based on individuals' abilities and qualifications and not on factors or personal characteristics that have no connection to academic abilities or job performance. Among the traditional irrelevant factors are race, sex, religion, and national origin. It is the policy of The University of North Carolina at Chapel Hill that an individual's sexual orientation be treated in the same manner. This policy prohibiting discrimination on the basis of sexual orientation does not apply to the University's relationship with outside organizations, including the federal government, the military, ROTC, and private employers.

UNC Systems General Information

;ixteen Constituent Institutions

eneral Administration

. D. Spangler Jr., B.S., M.B.A., D.H.L., LL.D., President

'illiam F. Little, B.S., M.A., Ph.D., Senior Vice President ıd Vice President for Academic Affairs

)y Carroll, B.A., M.A., Ph.D., Vice President for anning

athan F. Simms Jr., B.S., M.S., Ph.D., Vice President for udent Services and Special Programs

'illiam O. McCoy, B.S., M.S., Interim Vice President for nance

ıper D. Memory, B.S., Ph.D., Vice President for Research

yndham Robertson, A.B., Vice President for)mmunications

ıvid G. Martin Jr., B.A., LL.B., Vice President for Public fairs

ısalind Fuse-Hall, B.S., J.D., Secretary of the University

chard H. Robinson Jr., A.B., LL.B., Assistant to the :sident for Legal Affairs

story of the University

North Carolina, all the public educational institutions ıt grant baccalaureate degrees are part of The University North Carolina. The University of North Carolina at apel Hill is one of sixteen constituent institutions of the ılticampus state university.

e University of North Carolina, chartered by the North rolina General Assembly in 1789, was the first public versity in the United States to open its doors and the y one to graduate students in the eighteenth century. e first class was admitted in Chapel Hill in 1795. For next 136 years, the only campus of The University of rth Carolina was at Chapel Hill.

1877 the North Carolina General Assembly began sponng additional institutions of higher education, diverse in ;in and purpose. Five were historically Black institutions, another was founded to educate American Indians. eral were created to prepare teachers for the public)ols. Others had a technological emphasis. One is a ıing school for performing artists.

931 the North Carolina General Assembly redefined University of North Carolina to include three state)orted institutions: the campus at Chapel Hill (now University of North Carolina at Chapel Hill), North Carolina State College of Agriculture and Engineering at Raleigh (now North Carolina State University at Raleigh), and the North Carolina College for Women (Woman's College) at Greensboro (now The University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: The University of North Carolina at Charlotte, The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

In 1971 the General Assembly passed legislation bringing into The University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current sixteen-campus University. (In 1985 the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The thirty-two voting members of the board are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as nonvoting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a nonvoting member.

Each of the sixteen constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex officio. (The North Carolina School of the Arts has two additional ex officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

The University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill Administration

Michael K. Hooker, B.A., M.A., Ph.D., Chancellor

Susan H. Ehringhaus, J.D., Assistant to the Chancellor and Senior University Counsel

Douglass Hunt, A.B., LL.B., Adviser to the Chancellor for Governmental Affairs

Robert J. Cannon, B.A., M.A., Ph.D., Affirmative Action Officer

John D. Swofford, A.B., M.Ed., Director of Athletics

Richard L. McCormick, B.A., Ph.D., Vice Chancellor for Academic Affairs, Provost, and Executive Vice Chancellor

Wayne R. Jones, B.S., Vice Chancellor for Business and Finance

Arch T. Allen, LL.B., J.D.,Vice Chancellor for Development and University Relations

Thomas J. Meyer, B.S., Ph.D., Vice Chancellor for Graduate Studies and Research

H. Garland Hershey Jr., D.D.S., M.S., Vice Chancellor for Health Affairs and Vice Provost

Edith M. Wiggins, B.A., M.S.W., Interim Vice Chancellor and Dean for Student Affairs

Harold G. Wallace, B.S., M.Div., Vice Chancellor for University Affairs

Mission Statement

The University of North Carolina at Chapel Hill has been built by the people of the state and has existed for two centuries as the nation's first state university. Through its excellent undergraduate programs it has provided higher education to ten generations of students, many of whom have become leaders of the state and the nation. Since the nineteenth century it has offered distinguished graduate and professional programs.

The University is a research university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work whose teaching is transformed by discovery and whose service is informed by current knowledge.

The mission of the University is to serve all the people of the state, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to expand the body of knowledge; to teach students at all levels in an environment of research, free inquiry, and personal respo sibility; to improve the condition of human life through service and publication; and to enrich our culture.

To fulfill this mission, the University must acquire, disco er, preserve, synthesize, and transmit knowledge; provide high-quality undergraduate instruction to students withi community engaged in original inquiry and creative expr sion while committed to intellectual freedom, personal integrity and justice, and values that foster enlightened leadership for the state and the nation; provide graduate and professional programs of national distinction at the doctoral and other advanced levels to future generations research scholars, educators, professionals, and informed citizens; extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of for all people in the state; and address as appropriate, regional, national, and international needs.

This mission imposes special responsibilities upon the fa ulty, students, staff, administration, trustees, and other g ernance structures and constituencies of the University i their service and decision making on behalf of the University.

April 25, 1986 as adopted by the Board of Trustees, The University of North Carolina at Chapel Hill

Minority Presence Grant Program

The University of North Carolina offers a two-part gran program to minority students.

Part I provides funds for grants to White students at pre dominately African-American institutions and to Africa American students at predominately White institutions. Students must be residents of North Carolina who are enrolled for at least three hours of degree credit course work and demonstrate financial need.

Part II provides funds for grants to Native Americans a other minority students at the constituent institutions c the University of North Carolina. Grant recipients mus residents of North Carolina who are enrolled for at leas three hours of degree credit course work and demonstra financial need.

Appendix

esidence Status for uition Purposes

he information in this section comes from three sources: 1) North Carolina General Statutes, § 116–143.1, (2) *A anual to Assist the Public Higher Education Institutions of orth Carolina in the Matter of Student Residence lassification for Tuition Purposes*, revised September 1985, 3) Chancellor's Rules and Procedures for Residence lassification of Students for Tuition Purposes.

he following sections summarize important aspects of the sidency law. A complete explanation of the statute and e procedures under the statute is contained in *A Manual Assist the Public Higher Education Institutions of North arolina in the Matter of Student Residence Classification for uition Purposes* (hereafter referred to as "the manual"). his manual and other information concerning the applica- on of this law are available for inspection in the dmissions Offices of the University. Copies of the manual e also on reserve at the Robert B. House Undergraduate brary and in the Reserve Reading Room of the Health iences Library. All students are responsible for knowing e contents of the statute and the manual.

ery applicant for admission is required to make a state- ent of his or her length of residence in North Carolina. A rson who qualifies as a resident for tuition purposes der North Carolina law pays a lower rate of tuition than nonresident. To qualify for in-state tuition, a legal resi- nt must have been domiciled in North Carolina for at st twelve months immediately prior to the beginning of e term for which classification as a resident for tuition rposes is sought. The student must also establish that his her presence in the state during such twelve-month peri- was for purposes of maintaining a bona fide domicile her than for purposes of maintaining a mere temporary idence incident to enrollment in an institution of higher ucation. Domicile means one's permanent home of indef- te duration, as distinguished from a temporary place of ode. Domicile is synonymous with legal residence and is ablished by being physically present in a place with the ncurrent intent to make that place a domicile. To deter- ne intent, the University evaluates an individual's objec- ely verifiable conduct as an indicator of his or her state mind.

ocedural Information

neral. A student admitted to initial enrollment in an titution (or permitted to reenroll following an absence t involved a formal withdrawal from enrollment) is clas- ed by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual matriculation. In the absence of a current and final determination of the student's residence prior to matriculation, the student is classified as a nonresident for tuition purposes. The institution will thereafter reach a final determination of the student's residence status. Unless a person supplies enough information to allow the admissions officer to classify him or her as a resident for tuition purposes, the person will be classified a nonresident for tuition purposes. A residence classification once assigned (and confirmed pursuant to any appellate process invoked) may be changed thereafter (with a corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic calendar.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is required to be treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence classification for tuition purposes. The residence classification of a student by one institution is not binding on another institution. The North Carolina institutions of higher education will assist each other by supplying residency information and classification records concerning a student to another classifying institution upon request.

The transfer into or admission to a different component of the same institution (e.g., from an undergraduate to a graduate or professional program) is not construed as a transfer from one institution to another and thus does not by itself require a reclassification inquiry unless (1) the affected student requests a reclassification inquiry or (2) the transfer or enrollment occurs following the lapse of more than one quarter, semester, or term during which the individual was not enrolled as a student.

Responsibility of Students and Prospective Students. Any student or prospective student in doubt concerning his or her residence status is responsible for securing a ruling by completing an application for resident status and filing it with the admissions officer. The student who subsequently becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, is responsible for immediately informing the Office of Admissions in writing of his or her new status. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

Application Process. A person may obtain an application for resident status from his or her admissions office. Applicants for admission who claim eligibility for the in-state tuition rate customarily complete a two-page residency application as a part of the admissions application packet. Some applicants for admission will thereafter be required to complete a more detailed four-page residency application. Enrolled students seeking a change from nonresident to resident status are required to complete a four-page residency application. All applications for resident status must be filed with the proper admissions office before the end of the term for which resident status for tuition purposes is sought. The last day of the final examination period is considered the last day of the term.

After filing a resident status application, a person may receive a letter from his or her admissions office requesting more information in connection with that application. When a student receives such a request before the end of the term for which classification is sought, he or she must respond to that request no later than three weeks after the end of the term. If the student receives the request for supplemental information after the end of the term in question, he or she must supply the requested information within three weeks after receipt of the request. Failure to supply the requested information within the specified time limit will result in a continuation of the student's nonresident classification unless good cause is shown for such failure.

The admissions office may require an applicant for admission to file a residency application or respond to a request for more information more quickly when residence status is a factor in the admissions decision.

The pamphlet *Information About Resident Status for Tuition Purposes* contains more details about the residency application process and is available at all admissions offices.

Fraudulent Applications. If a student is classified a resident for tuition purposes after submitting falsified residency information or after knowingly withholding residency information, the student's application for in-state tuition status is fraudulent. The institution may reexamine any application suspected of being fraudulent and, if warranted, will change the student's residence status retroactively to the beginning of the term for which the student originally made the fraudulent application. If this occurs, the student must pay the out-of-state tuition differential for all the enrolled terms intervening between the fraudulent application and its discovery. Further, knowing falsification of responses on a resident status application may subject the applicant to disciplinary action, including dismissal from the institution.

Burden of Proof and Statutory Prima Facie Evidence. A person has the burden of establishing facts that justify his or her classification as a resident for tuition purposes. The balancing of all the evidence must produce a preponderance of evidence supporting the assertion of in-state residence. Under the statute, proof of resident status is controlled initially by one of two evidentiary beginning points which are stated in terms of prima facie evidence.

a. Even if the person is an adult, if his or her parents (or court-appointed guardian in the case of some minors) are not legal residents of North Carolina, this is prima facie evidence that the person is not a legal resident of North Carolina unless he or she has lived in this state the five consecutive years prior to enrolling or reregistering. To overcome this prima facie showing of nonresidence, a person must produce evidence that he or she is a North Carolina domiciliary despite the parents' nonresident status.

b. Conversely, if the person's parents are domiciliaries of North Carolina under the Statute, this fact constitutes prima facie evidence that the person is a domiciliary of North Carolina. This prima facie showing may also be overcome by other evidence to the contrary. If a person has neither living parents nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

Erroneous Notices Concerning Classification. If a student who has been found to be a nonresident for tuition purposes receives an erroneous written notice from an institutional officer identifying the student as a resident for tuition purposes, the student is not responsible for paying the out-of-state tuition differential for any enrolled term beginning before the classifying institution notifies the student that the prior notice was erroneous.

Grace Period. If a student has been properly classified as a North Carolina resident for tuition purposes and, thereafter, his or her state of legal residence changes while he or she is enrolled in a North Carolina public institution of higher education, the statute provides for a grace period during which the student is allowed to pay tuition at the in-state rate despite the fact that the student is no longer a North Carolina legal resident. This grace period extends for a minimum of twelve months from the date of change in legal residence, and if the twelve-month period ends during a semester or academic term in which the student enrolled, the grace period extends also to the end of that semester or academic term.

cquisition of Resident Tuition Status. The prescribed lve-month period of legal residence may be shortened if person seeking to be classified as a resident for tuition poses was formerly classified a North Carolina resident tuition purposes, abandoned North Carolina domicile, reestablished North Carolina domicile within twelve nths after abandoning it. Interested persons should con- their admissions offices for a detailed explanation of conditions which must be met to qualify under this ion.

eals. A student appeal of a classification decision made ny admissions officer must be in writing and signed by student and must be filed by the student with that offi- within fifteen working days after the student receives ce of the classification decision. The appeal is transmit- to the Residence Status Committee by that officer, who s not vote in that committee on the disposition of such eal. The student is notified of the date set for considera- of the appeal, and on request of the student, he or she forded the opportunity to appear and be heard by the mittee. Any student desiring to appeal a decision of the dence Status Committee must give notice in writing of fact (within ten days of receipt of the committee's deci-) to the chairman of the Residence Status Committee, the chairman promptly processes the appeal for trans- al to the State Residence Committee.

ion Payment. It is the responsibility of the student to tuition at the rate charged and billed while an appeal is ling. In effect, the student who is classified a nonresi- at the time of tuition billing pays the nonresident rate. versely, if a student is classified as a resident at the time lling, he or she pays the resident rate. Any necessary stments in the rate paid will be made at the conclusion e appeal.

student withdraws from the University during a fall or g semester, tuition and fees will be prorated over a d of nine weeks at a rate of one-tenth of the term's bill week after deduction of an administrative charge. If a ent withdraws during a summer session, tuition and will be prorated over a period of three weeks at a rate e-fourth of the term's bill each week after deduction of dministrative charge. If a student drops the only se he or she is taking, this constitutes a withdrawal the University.

ication of the Law to Specific Situations

s. Aliens who are permanent residents of the United s, or who hold a visa that will permit eventual perma- residence in the United States, are subject to the same derations with respect to determination of legal resi- as citizens. An alien abiding in the United States under a visa conditioned at least in part upon intent not to abandon a foreign domicile (B, F, H, and J visas) cannot be classified a resident. An alien abiding in the United States under a visa issued for a purpose that is so restricted as to be fundamentally incompatible with an assertion by the alien of bona fide intent to establish a legal residence (C, D, and M visas) cannot be classified a resident.

Possession of certain other immigration documents may also allow an alien to be considered for in-state tuition status. For more details, aliens should consult their admissions offices and the manual. Aliens must file a Residence Status Supplemental Form in addition to the forms normally required of applicants for resident status for tuition purposes.

Married Persons. The domicile of a married person, irrespective of sex, is determined by reference to all relevant evidence of domiciliary intent. No person is precluded, solely by reason of marriage to a person domiciled outside of North Carolina, from establishing or maintaining legal residence in North Carolina. No person is deemed, solely by reason of marriage to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina. The fact of marriage and the place of the domicile of his or her spouse are deemed relevant evidence to be considered in ascertaining domiciliary intent.

If a person otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina before the beginning of the term for which resident status is sought, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than twelve months, by reference to the length of the legal residence of the person's spouse, if the spouse has been a legal resident of the state for the requisite twelve-month period.

Military Personnel. The domicile of a person employed by the federal government is not necessarily affected by assignment in or reassignment out of North Carolina. Such a person may establish domicile by the usual requirements of residential act plus intent. No person loses his or her in-state resident status solely by serving in the armed forces outside of the state of North Carolina.

Minors. A minor is any person who has not reached the age of eighteen years. Under the common law, a minor child whose parents are not divorced or legally separated is presumed to have the domicile of his or her father. This presumption may be rebutted if a preponderance of the evidence indicates that the mother and father have separate domiciles and that, under the circumstances, the child can fairly be said to derive his or her domicile from the mother. If the father is deceased, the domicile of the minor is that of the surviving mother. If the parents are divorced or legally separated, the domicile of the minor is that of the parent having custody by virtue of a court order; or, if no custody has been granted by virtue of court order, the domicile of the minor is that of the parent with whom he or she lives; or, if the minor lives with neither parent, in the absence of a custody award, the domicile of the minor is presumed to remain that of the father. If the minor lives for part of the year with each parent, in the absence of a custody award, the minor's domicile is presumed to remain that of the father. These common law presumptions control even if the minor has lived in North Carolina for five years as set forth above in Burden of Proof and Statutory Prima Facie Evidence, subsection a.

In determining residence status for tuition purposes, there are three exceptions to the above provisions:

1. If a minor's parents are divorced, separated, or otherwise living apart and one parent is a legal resident of North Carolina, during the time period when that parent is entitled to claim, and does claim, the minor as a dependent on the North Carolina individual income tax return, the minor is deemed to be a legal resident of North Carolina for tuition purposes, notwithstanding any judicially determined custody award with respect to the minor.

If immediately prior to his or her eighteenth birthday a person would have been deemed a North Carolina legal resident under this provision but he or she achieves majority before enrolling in a North Carolina institution of higher education, that person will not lose the benefit of this provision if the following conditions are met:

a. Upon achieving majority the person must act, as much as possible, in a manner consistent with bona fide legal residence in North Carolina; and
b. The person must begin enrollment at a North Carolina institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at the institution.

2. If immediately prior to beginning an enrolled term the minor has lived in North Carolina for five or more consecutive years in the home of an adult relative (other than a parent) who is a legal resident of North Carolina, and if the adult relative during those years has functioned as a de facto guardian of the minor, then the minor is considered a legal resident of North Carolina for tuition purposes. If a minor qualified for resident status for tuition purposes under this provision immediately prior to his or her eighteenth birthday, then, upon becoming eighteen, he or she will be deemed a legal resident of North Carolina of least twelve months' duration.

3. Even though a person is a minor, under certain circun stances the person may be treated by the law as being suf ciently independent from his or her parents as to enjoy a species of adulthood for legal purposes. If the minor mar ries or obtains a judicial decree of emancipation under N.C. Gen. Stat. § 7A0-717, et seq., he or she is emancip ed. The consequence, for present purposes, of such eman pation is that the affected person is presumed to be capal of establishing a domicile independent of that of the parents; it remains for that person to demonstrate that a sep rate domicile has, in fact, been established.

Prisoners. There are special provisions concerning domici of prisoners. For more information, persons to whom th provisions may apply should consult the manual.

Property and Taxes. Ownership of property in or paymen taxes to the State of North Carolina apart from legal resi dence will not qualify one for the in-state tuition rate.

Students or prospective students who believe that they are en tled to be classified residents for tuition purposes should be aware that the processing of requests and appeals can take a considerable amount of time. A student is more likely to obt a final decision on an application before tuition payment is due if he or she files the application several months in adva

Military Tuition Benefit

The information in this section comes from three source (1) North Carolina General Statutes, § 116-143.3, (2) *A Manual to Assist the Public Higher Education Institutions North Carolina in the Matter of Student Residence Classification for Tuition Purposes,* revised September 198 (3) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes and Determination of Eligibility for the Special Military Tuit Benefit.

Certain members of the Armed Services and their depen dent relatives who are not residents for tuition purposes may become eligible to be charged less than the out-of-s tuition rate under N.C. Gen. Stat. § 116-143.3, the mil tary tuition benefit provision. Any person seeking the m tary tuition benefit must qualify for admission to UNC-Chapel Hill and must file an application for the benefit with his or her admissions office before the first day of classes of the term for which he or she initially seeks the benefit. To remain eligible to receive the military tuition benefit, he or she must file another application for the b efit before the first day of classes of the first term in whi he or she is enrolled in each academic year. The burden

·oving eligibility for the military tuition benefit lies with
e applicant for the benefit, and the application and all
quired supporting affidavits must be complete and in
·oper order before the first day of classes of the term in
ıestion. Because of the time involved in securing the nec-
sary affidavits from the appropriate military authorities,
ospective applicants for the military tuition benefit are
ged to secure application forms from their admissions
fices and begin the application process several weeks
fore the first day of classes of the term for which they
ːk the benefit.

igibility of Members of the Armed Services. Eligible mem-
rs of the Armed Services pay a rate of tuition computed
applying a statutory formula which is dependent, in
rt, on the amount of money payable by their Service
ıployer to them or to the institution by reason of their
rollment. Application of the statutory formula yields the
lowing results: if the service member's education is being
ly funded by the Service employer, the amount of tuition
ed is equal to out-of-state tuition; if the member's educa-
n is not being funded by his or her Service employer, he
she pays an amount equal to in-state tuition; and if the
·vice employer is providing partial educational funding,
amount of tuition owed depends on the amount of
ıding contributed by the Service employer.

be eligible for this military tuition benefit, the individ-
must be

a member of the United States Air Force, Army, Coast
Guard, Marine Corps, Navy, North Carolina National
Guard, or a reserve component of one of these services;
and

abiding in North Carolina incident to active military
duty performed at or from a duty station in North
Carolina.

gibility of Dependent Relatives of Service Members. If the
vice member meets the conditions set forth above, his or
dependent relatives may be eligible to pay the in-state
ion rate if they share the service member's North
rolina abode, if they have complied with the require-
nts of the Selective Service System (if applicable), and if
y qualify as military dependents of the service member.

he service member voluntarily ceases to live in North
olina or is involuntarily absent from the state on mili-
orders (other than absences on routine maneuvers and
porary assignments), he or she is deemed to have
ved his or her abode from North Carolina. If a depen-
t relative of a service member has become eligible for
the military tuition benefit, and after the beginning of the term of eligibility the service member moves his or her abode from North Carolina, the dependent relative will continue to be eligible for the military tuition benefit only for the remainder of that academic year. An academic year runs from the first day of classes of the fall semester through the last day of exams of the following summer session, second term.

For a detailed explanation of the military tuition benefit provision (including an explanation of the formula used to compute the tuition rate for service members), a complete list of categories of persons who are considered "dependent relatives" for purposes of establishing eligibility for the military tuition benefit, and information about the registration requirements of the Selective Service System, applicants should consult *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes* (as amended September 1985). This manual is available for inspection in the Admissions Offices of the University. Copies of the manual are also on reserve at the Robert B. House Undergraduate Library and in the Reserve Reading Room of the Health Sciences Library.

Appeals of Eligibility Determinations of Admissions Officers. A student appeal of an eligibility determination made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within fifteen working days after the student receives notice of the eligibility determination. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and, on request by the student, is afforded an opportunity to appear and be heard by the committee.

Any student desiring to appeal a determination of the Residence Status Committee must give notice in writing of that fact to the chairman of the Residence Status Committee within ten days of receipt of the committee's decision. The chairman will promptly process the appeal for transmittal to the State Residence Committee.

Family Educational Rights and Privacy Act

As a general rule, under the federal Family Educational Rights and Privacy Act (FERPA), personally identifiable information may not be released from a student's education records without his or her prior written consent. Exceptions to this rule are set out in the FERPA regulations and the FERPA policy of The University of North Carolina at Chapel Hill.

UNC-Chapel Hill will disclose personally identifiable information from the education records of a student, without the student's prior written consent, to officials of another school or school system in which the student seeks or intends to enroll. UNC-Chapel Hill will also disclose personally identifiable information from an enrolled student's education records, without the student's prior written consent, to officials of another school or school system in which the student is contemporaneously enrolled. Time, building, and room number information from a student's class schedule will be disclosed to the University Police to assist them in serving the student with a warrant or subpoena.

UNC-Chapel Hill makes public certain information that has been designated as "directory information": the student's name; address (local and grade/billing addresses); student e-mail address; telephone listing (local and grade/billing telephone numbers); date and place of birth; county, state and/or U.S. territory from which the student originally enrolled; major field of study, class (junior, senior, etc.); enrollment status (full-time, half-time, or part-time); anticipated graduation date; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; and the most recent previous educational agency or institution attended by the student. Examples of ways in which some of this information is made public include: names of students who receive honors and awards, who make the Dean's List, who hold offices, or who are members of athletic teams. The annual commencement program publishes the names of degree recipients. The University also publishes the Campus Directory annually, and some professional and graduate student groups publish directories of students in their departments or schools.

Students who do not wish to have any or all directory information made public without their prior consent must send a signed and dated notice specifying items that are not to be published to the Office of the University Registrar, CB# 2100, 105 Hanes Hall, The University of North Carolina at Chapel Hill. To ensure that a listing for the student will not appear in the Campus Directory, this notice must be received by the office of the University Registrar by the end of the registration period for the semester or sess of first enrollment or, following an absence, of reenrollment. Such a notice will be honored until the student gr uates, ceases to attend, or withdraws from the University unless the student notifies the Office of the University Registrar to the contrary in writing.

Students also have the right to inspect their education records as defined in the FERPA regulations. They may inspect financial records and statements of their parents; confidential letters of recommendation placed in their ec cation records before 1 January 1975 (with some exceptions); or confidential letters of recommendation placed their education records after 1 January 1975, if they hav waived their rights to inspect and review such letters.

A student who believes that information in his or her ed cation records is inaccurate or misleading or violates his her privacy rights may request that the institution amen the records, and if the request is denied, he or she has th right to a hearing. If, after the hearing, the institution decides that the information is not inaccurate, misleadin or violative of privacy rights, the student has a right to place a statement in those records commenting on the information in question or giving the student's reasons f disagreeing with the institutional decision. The student may also place such a statement in his or her records in of requesting a hearing if the student and the institution agree that an explanatory statement alone is the appropr remedy. Complaints alleging violations of FERPA rights may also be filed with the U.S. Department of Educatio

Questions about FERPA should be addressed to the Leg Adviser to the Special Assistant to the Chancellor (CB# 9150, 01 South Building). The text of FERPA and its re lations and the University's FERPA policy are also availa for inspection in 01 South Building.

Expulsion

A student who has been expelled from an institution in University of North Carolina system may not be admitt to another UNC-system school unless the institution th originally expelled the student rescinds that expulsion.

Firearms and Other Weapons

The possession of any gun, rifle, pistol, dynamite cartri bomb, grenade, mine, explosive, bowie knife, dirk, dagg slingshot, leaded cane, switchblade knife, blackjack, met lic knuckles, or any other weapons of like kind upon an University campus or in any University-owned or opera facility is unlawful and contrary to University policy. Violation of this prohibition is a misdemeanor punisha by a fine not to exceed $500 and/or six months' impris ment, and may constitute a violation of the Campus C

mmunization Requirement

ffective 1 July 1986, North Carolina state law requires at no person shall attend a college or university in North arolina unless a certificate of immunization indicating at the person has received the immunizations required by e law is presented to the college or university on or before e first day of matriculation. Students enrolled at UNC-hapel Hill on 1 July 1986 are exempt from this quirement.

the UNC-Chapel Hill Medical History Form containing e certificate of immunization is not in the possession of e UNC-Chapel Hill Student Health Service ten (10) days ior to the registration date, the University shall present a tice of deficiency to the person. The person shall have irty calendar days from the first day of attendance to tain the required immunizations. Those persons who ve not complied with the immunization requirements by end of thirty calendar days will be *administratively withawn* from the University.

olicy on Illegal Drugs

troduction. The Board of Trustees of The University of rth Carolina at Chapel Hill, in conformity with the ection of the Board of Governors of The University of rth Carolina, hereby adopts this Policy on Illegal Drugs, ective 24 August 1988. It is applicable to all students, ulty members, administrators, and other employees.

ucation, Counseling, and Rehabilitation

The University of North Carolina at Chapel Hill has ablished and maintains a program of education designed help all members of the University community avoid olvement with illegal drugs. This educational program phasizes these subjects:

The incompatibility of the use or sale of illegal drugs h the goals of the university;

The legal consequences of involvement with illegal drugs;

The medical implications of the use of illegal drugs; and

The ways in which illegal drugs jeopardize an individual's sent accomplishments and future opportunities.

The University of North Carolina at Chapel Hill pro-es information about drug counseling and rehabilitation ices that are available to members of the University munity through campus-based programs and through munity-based organizations. Persons who voluntarily l themselves of University services are hereby assured applicable professional standards of confidentiality will bserved.

Enforcement and Penalties

A. The University of North Carolina at Chapel Hill shall take all actions necessary, consistent with state and federal law and applicable University policy, to eliminate illegal drugs from the University community. The University's Policy on Illegal Drugs is publicized in catalogs and other materials prepared for all enrolled and prospective students and in materials distributed to faculty members, administrators, and other employees.

B. Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as controlled substances in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the University community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the University. It is not "double jeopardy" for both the civil authorities and the University to proceed against and punish a person for the same specified conduct. *The University will initiate its own disciplinary proceeding against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the University.*

C. Penalties will be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 3 of the Trustee Policies and Regulations Governing Academic Tenure in The University of North Carolina at Chapel Hill; by Section III.D of the Employment Policies for EPA Nonfaculty Employees of The University of North Carolina at Chapel Hill; by regulations of the State Personnel Commission, and the Disciplinary Procedure of the Staff Personnel Administration Guides (SPAG 37); by the *Instrument of Student Judicial Governance*; and by all other applicable provisions of the policies and procedures of The University of North Carolina at Chapel Hill.

D. The penalties to be imposed by the University may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. However, the following minimum penalties shall be imposed for the particular offenses described.

1. *Trafficking in Illegal Drugs*

a. For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedule I, N.C. Gen. Stat. 90-89, or Schedule II, N.C. Gen. Stat. 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualine), any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

b. For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N.C. Gen. Stat. 90-91 through 90-94, (including, but not limited to, marijuana, anabolic steroids, pentobarbital, codeine), the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Because the minimum penalty specified in this Section and required by the Board of Governors exceeds the maximum period of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject to the State Personnel Act is discharge.) For a second offense, any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

2. *Illegal Possession of Drugs*
a. For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. Gen. Stat. 90-89, or Schedule II, N.C. Gen. Stat. 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Because the minimum penalty specified in this Section and required by the Board of Governors exceeds the maximum period of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject to the State Personnel Act is discharge.)

b. For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, N.C. Gen. Stat. 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation. (If this balance for an employee subject to the State Personnel Act exceeds three days, that employee shall be discharged.)

c. For a second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsio of students and discharge of faculty members, administrators, or other employees.

E. Suspension Pending Final Disposition
When a student, faculty member, administrator, or other employee has been charged by the University with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor, or in th Chancellor's absence, the Chancellor's designee concludes that the person's continued presence within the University community would constitute a clear and immediate dang to the health or welfare of other members of the Universit community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against th suspended person shall be held as promptly as possible thereafter.

Implementation and Reporting. Annually, the Chancellor shall submit to the Board of Trustees a report on campus activities related to illegal drugs for the preceding year. Th reports shall include, as a minimum, the following:

(1) a listing of the major education activities conducted during the year;

(2) a report on any illegal drug-related incidents, includin any sanctions imposed;

(3) an assessment by the Chancellor of the effectiveness o the campus program and;

(4) any proposed changes in the Policy on Illegal Drugs.

A copy of the report shall be provided to the President, who shall confer with the Chancellor about the effectiveness of campus programs.

Master's/Doctoral Dissertation

Receipt of an approved master's thesis or doctoral dissertation in the Graduate School is tantamount to publication and the thesis or dissertation will be available to the publi in the University Library and available for interlibrary loan. Honors theses are also made available to the public through the University Library. Other student papers ma be put in campus libraries or otherwise made public in accordance with individual course or program requirements.

hough the publisher of this bulletin has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for torial, clerical, or printing errors or error occasioned by mistake. The publisher has attempted to present information which, at the e of preparation for printing, most accurately describes the course offerings, faculty listings, policies, procedures, regulations, and uirements of the University. However, it does not establish contractual relationships. The University reserves the right to alter or nge any statement contained herein without prior notice.

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18,000 copies of this public document were printed at a cost of $16, 536.00, $0.91 per copy.

Statement on Equal Educational Opportunity
The University of North Carolina at Chapel Hill is open to people of all races and is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or disability. Any complaints alleging failure of this institution to follow this policy should be brought to the attention of the Assistant to the Chancellor. The University of North Carolina at Chapel Hill actively seeks to promote integration by recruiting and enrolling a larger number of African-American and Native American students.

Policy on Nondiscrimination
It is the policy of The University of North Carolina at Chapel Hill that educational and employment decisions be based on individuals' abilities and qualifications and not on irrelevant factors or personal characteristics that have no connection to academic abilities or job performance. Among the traditional factors which are generally irrelevant are race, sex, religion, and national origin. It is the policy of The University of North Carolina at Chapel Hill that an individual's sexual orientation be treated in the same manner. This policy prohibiting discrimination on the basis of sexual orientation does not apply to the University's relationship with outside organizations, including the federal government, the military, ROTC, and private employers.

Graduation Rate
Pursuant to the federal Student Right-to-Know Act, we report that, in 1992-93, the completion or graduation rate for students who entered The University of North Carolina at Chapel Hill in 1987 on a full-time basis was 83.4 percent.

The Honor Code: *It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.*

The Campus Code: *And it shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.*

Chancellor's Greeting

The University of North Carolina at Chapel Hill is a place of boundless opportunity. It is vibrantly alive, bursting with ideas, questioning and probing the unknown, teeming with people who are passionate about pushing the limits of knowledge, and using that knowledge to serve the global community of which we are citizens.

In the approaching years, we will embark upon the University's third century. Our Bicentennial Observance in 1993-94 marked the 200th anniversary of the founding of the University and the birth of public higher education, a uniquely American idea first brought to life right here in Chapel Hill.

Today, Carolina is a place where intelligent and inquisitive students with varied talents and interests, different cultural backgrounds, and diverse dreams and aspirations come together to learn and to grow.

The faculty of the University is among the most outstanding in the country. Our libraries are among the finest in the Southeast. The curriculum for undergraduates places emphasis on a sound basic education and, with the guidance of the faculty, on a balanced experience in the arts and sciences.

To the occasional visitor, the most striking aspect of The University in Chapel Hill is the beauty of the campus - especially magnificent in the spring and fall. This natural beauty provides the perfect backdrop for the outstanding drama, music, literature, and visual arts that contribute so much to the richness and vitality of life in Chapel Hill.

One measure of a University's greatness is the pride and loyalty of its students and alumni. It is remarkable that so many alumni return to Chapel Hill to visit, encourage talented students to apply for admission, volunteer their talents and service to the University, and support it with their generous gifts.

The Carolina experience can be a great adventure. It is the excitement of discovery and the satisfaction of accomplishment. It is quiet reflection and the vigorous pursuit of knowledge. It is hard work and dedication, strong friendships, and great fun.

Those who choose - and are chosen - to come to Carolina have a special opportunity. The faculty and I look forward to welcoming the members of each new class, for we know that each of them will help to write an exciting new chapter in Carolina's history.

Paul Hardin

Paul Hardin
Chancellor

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Campus Map

The University of North Carolina at Chapel Hill: An Introduction

Visiting Campus

Visitors are always welcome at The University of North Carolina at Chapel Hill.

When arranging a visit to campus, contact the **UNC-Chapel Hill Visitors' Center at (919) 962-1630 or write: Visitors' Center, Morehead Building and Planetarium, Chapel Hill, NC 27599-3475.** At the center, visitors can obtain general information about the University, view a lighted model of campus, or watch a video guide to touring campus.

Limited visitors' parking is available near the Visitors' Center at the Morehead Building and Planetarium, in front of the Undergraduate Admissions office in Jackson Hall, and in designated spots near Hanes Hall.

A campus map is located prior to the index of this publication. A more in-depth campus map may be purchase at Student Stores in the Daniels Building and at the Visitors' Center.

Overnight accommodations are usually available (except on football weekends, Commencement, and other special occasions) at the Carolina Inn, near the center of the University. Call the Carolina Inn at (919) 933-2001 for overnight reservations.

Numerous other hotels are in the Durham-Chapel Hill vicinity. Persons planning to visit campus should seek reservations well in advance.

Offices of the University are open from 8 a.m. to 5 p.m. Monday through Friday, but are normally not open during holidays. While visiting campus, please do not enter classrooms or residence hall rooms when they are in use.

Using The Undergraduate Bulletin

The Undergraduate Bulletin is a valuable tool that prospective and enrolled students can use throughout their days at The University of North Carolina at Chapel Hill. The Bulletin supplies general information about the University to prospective students and their parents. It includes information about application procedures and about orientation and matriculation for students who have been accepted.

Academic regulations, University facilities, and college life also are described. Departmental degree requirements and course offerings are included, but students in some specialized curricula will be referred to other publications for additional information. Enrolled students are encouraged to use the Bulletin in addition to talking with their faculty advisers.

This bulletin is concerned primarily with prospective students and with undergraduates enrolled in the General College, the College of Arts and Sciences, and the schools of Business, Education, Journalism and Mass Communication, Dentistry, Medicine, Nursing, Pharmacy, and Public Health.

The following catalogs and admissions brochures are published by The University of North Carolina at Chapel Hill: Kenan-Flagler Business School, Graduate School of Business Administration, Department of City and Regional Planning, School of Dentistry, School of Education, The Graduate School, School of Journalism and Mass Communication, School of Law, School of Information and Library Science, School of Medicine, School of Nursing, School of Public Health, School of Social Work, Department of Statistics, and Summer School.

Continuing Studies and Independent Studies also publish course catalogs.

Corresponding With the University

Prospective students will conduct most of their business with the University's Office of Undergraduate Admissions. Campus visitors can find the office in Jackson Hall on Country Club Road. The mailing address is **Undergraduate Admissions, Jackson Hall, CB# 2200, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-2200.**

After being formally accepted, students may have questions about housing and accommodations. If so, students can contact the **Department of Housing in Carr Building, CB# 5500 or call (919) 962-5101.**

Students with problems in their programs of study should establish contact with the academic dean in that area. The General College, with offices in Steele Building, telephone (919) 966-5116, is responsible for all freshmen, except those in Dental Hygiene, who should communicate directly with their department. **The Office of Scholarships and Student Aid, 300 Vance Hall, CB# 2300, telephone (919) 962-8396,** has general charge of scholarships, grants, job opportunities, and loans.

Telephone calls to any office or person in the University system can be completed through the University operator in Chapel Hill when the caller does not know the direct number. The operator's number is (919) 962-2211.

A lost and found office is maintained in the basement of the Carolina Union by Alpha Phi Omega service fraternity, telephone (919) 962-1044.

Campus Tour For Prospective Students

Tours for prospective students begin at 10 a.m. and 2 p.m. each weekday during fall and spring semesters except on University holidays. Tours begin at the Office of Undergraduate Admissions, and are led by Carolina students. To make reservations, call (919) 966-3621 or write: **Undergraduate Admissions, CB# 2200, Jackson Hall, Chapel Hill, NC 27599.**

Obtaining An Undergraduate Bulletin

Admitted freshmen will receive a free Undergraduate Bulletin. Thereafter, students can refer to new editions of the Bulletin by purchasing one from Student Stores either in person or by mail. For information about purchasing the Bulletin, call (919) 962-3567 or write:

Student Stores
The University of North Carolina at Chapel Hill
Daniels Building, CB# 1530
Chapel Hill, NC 27599-1530

Reference copies of the Bulletin also are available at campus libraries and with each student's faculty adviser.

Reaching The Office Of Undergraduate Admissions

The starting point for most prospective students is the University's Office of Undergraduate Admissions. The office and its knowledgeable personnel help prospective students understand the requirements and procedures of applying for admission to UNC-Chapel Hill. Admissions personnel can be reached at **Undergraduate Admissions, Jackson Hall, CB# 2200, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-2200. The telephone number is (919) 966-3621.**

The University of North Carolina at Chapel Hill: History of the University

By William S. Powell, *Professor Emeritus*
Department of History

The University of North Carolina was anticipated by a section of the first state constitution drawn up in 1776 directing the establishing of "one or more universities" in which "all useful learning shall be duly encouraged and promoted." State support, it directed, should be provided so that instruction might be available "at low prices." The American Revolution intervened and it was not until 1789, the year that George Washington became president of the new nation, that the University was chartered by the General Assembly.

Despite constitutional instructions to the contrary, no state appropriations were made, and the trustees were left to secure land and money themselves. On October 12, 1793, the cornerstone was laid for a brick building on a hilltop near the center of the state amidst the colorful fall foliage of dogwood, oak, and tulip trees.

The site, lying at the crossing of north-south and east-west roads, was marked only by a small Anglican chapel that soon shared part of its name - New Hope Chapel Hill - with the community that developed there. Legislator and trustee William R. Davie, who had been instrumental in securing passage of the charter, took the lead in organizing the University. Davie presided over the Masonic ritual of the laying of the cornerstone. In time he came to be called "the Father of the University." Many years later a large poplar or tulip tree, first mentioned in 1818 and still standing near the center of the old campus, was called Davie Poplar in his honor.

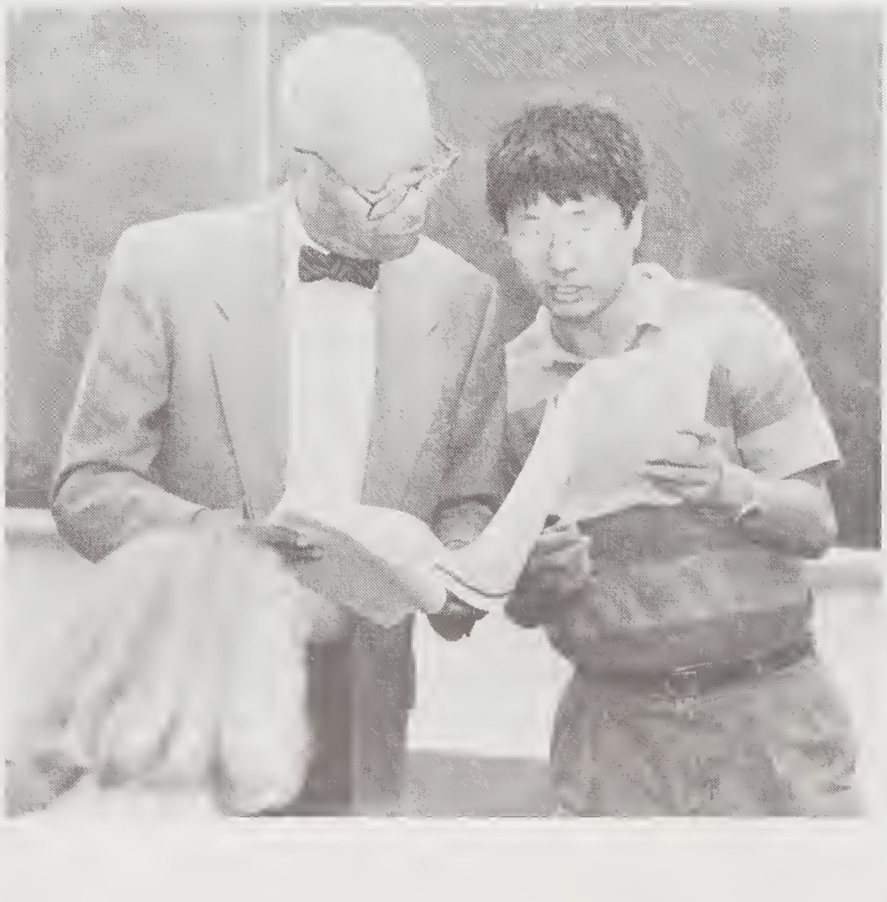
The first building and, indeed, the only building for two years, was a two-story brick structure that came to be called Old East. It is now a National Historic Landmark, the oldest state university building in America. Opened to students on January 15, 1795, The University of North Carolina received its first student, Hinton James of New Hanover County, on February 12. By March there were two professors and forty-one students present.

The second state university did not begin classes until 1801 when a few students from nearby academies assembled under a large tree at Athens, Georgia, for instruction. By then four classes had already been graduated at Chapel Hill and there were to be three more before the first diplomas were issued in Georgia. The next building on the Carolina campus was Person Hall, begun in 1796 and long used as the chapel. The cornerstone of Main or South Building was laid in 1798. All three are older than any other American state university building.

During the early nineteenth century the trustees began a period of strong support in the development of the young University. Even though their proclaimed initial goal for the University had been to provide trained leadership for the state, the curriculum followed the customary classical trend. In 1815, however, the natural sciences were given equal place, and in the 1820s Professors Denison Olmstead and Elisha Mitchell prepared the nation's first geological survey. In 1831 the first astronomical observatory at a state university was built under the direction of President Joseph Caldwell. Student enrollment increased steadily, and by 1860 only Yale College had more students.

Young men from many states came to Chapel Hill for their education, particularly those from families who had recently left North Carolina to settle elsewhere in the South. The University of North Carolina provided governors not only for North Carolina but also for many other states; countless professions and occupations were represented, including cabinet members, clergymen, diplomats, engineers, geologists, judges, legislators, surveyors, teachers, and a president and a vice-president of the United States among others.

The Civil War was responsible for the closing of many colleges and universities, but the University was one of the few Southern institutions to remain open throughout the war. During Reconstruction, however, it was closed from



1870 until 1875; buildings had deteriorated, equipment had disappeared during the Federal occupation of the campus, and politicians attempted to direct the course of the University by naming professors, trustees, and other officers.

With a change in the political leadership of the state, however, the University reopened under new trustees who soon began to inaugurate programs that once again marked it as a leading university. A program of graduate study for advanced degrees was announced in 1876. The first university summer school for teachers anywhere in America opened in Chapel Hill in 1877, and two years later medical and pharmaceutical courses were established as regular offerings.

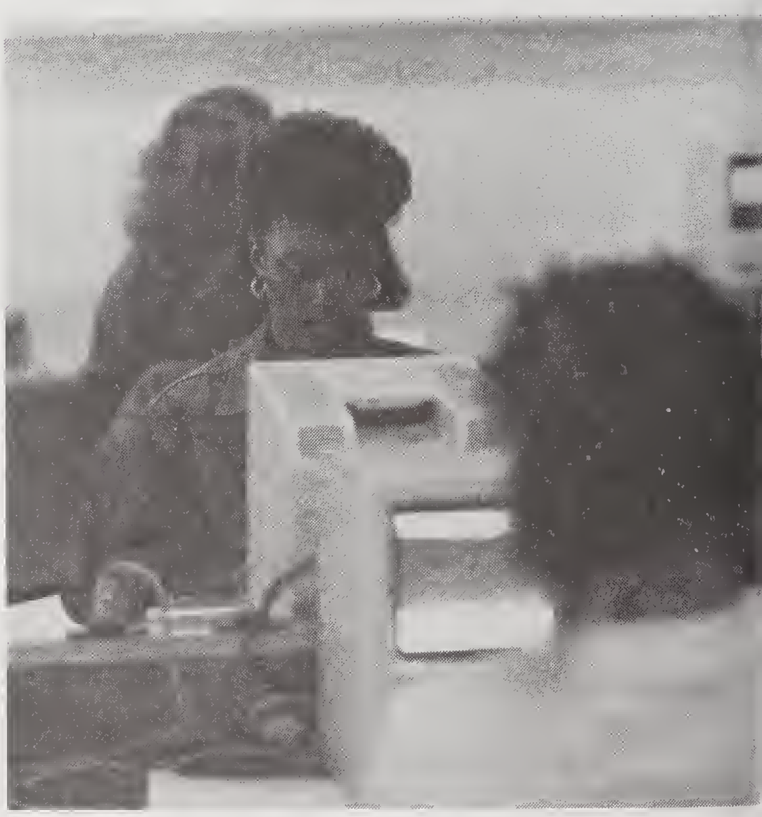
Heretofore the University had survived on student fees, gifts, escheats, and other minor sources of income. All of the buildings on the campus had been erected through the generosity of alumni and other benefactors. In 1881, however, after nearly a century of precarious existence, the University received the first legislative appropriation for its support.

Although many teachers in the academies and common schools of the state were trained at the University, it was not until 1885 that a teacher training program became an established part of the curriculum. In 1894 the law school was incorporated into the course of study offered by the University, and in 1897 the first woman student was admitted. By the end of the century there were 512 students enrolled with a faculty of thirty-five. By the Commencement of 1900 thirty-one master's degrees and seven doctoral degrees had been awarded - the first of each in 1883.

An outstanding example of the new research role of the University occurred in 1892. William Rand Kenan, Jr., working in the University laboratory of Professor Francis P. Venable, participated in experiments that resulted in the identification of calcium carbide and the development of a formula for making acetylene gas.

With the beginning of the twentieth century the University entered a period of renewed growth and service. In 1904 the first chapter of Phi Beta Kappa in North Carolina was established at the University. In 1913 the offerings in the field of education were reorganized as the School of Education, while the Bureau of Extension was created to make the University's resources more widely available to people across the state. Special notice was taken in 1915 when student enrollment for the first time reached one thousand. It was in 1915 that alumnus Isaac E. Emerson gave the University a stadium for the athletic field. In 1927 William Rand Kenan, Jr., donated the football stadium.

The endowed Kenan professorships fund, established in 1917, provided further incentive for excellence in teaching and research. In 1919 the School of Commerce, now the Kenan-Flagler Business School, was established. The School of Public Welfare began in 1920 as an outgrowth of the Department of Sociology. Thirty years later its name was changed to School of Social Work. In 1922 the University was elected to membership in the Association of American Universities. The UNC Press also was incorporated that year, while two years later the Institute for Research in Social Science was organized. By 1930 there were 2,600 students at the University and a faculty of 222 full- and 85 part-time members. Teaching, study, and research took place at undergraduate, graduate, and professional levels in twelve colleges and schools and in twenty-one departments.



The General Assembly in 1931 consolidated the University with the Woman's College at Greensboro and North Carolina State College at Raleigh under a single Board of Trustees. As an economy measure during the Depression and as a means of eliminating duplication, the trustees allocated each unit specific roles in higher education for the state. The offices of the Consolidated University were established on the Chapel Hill campus and University President Frank Porter Graham became the Consolidated University's first president.

The period of the Depression in the 1930s saw a great deal of new construction on the campus as Federal funds became available to create jobs for the unemployed. New dormitories, classroom buildings, a gymnasium, and other buildings and improvements were built in part from this source. World War II also resulted in some new construction and alterations on campus as the University's facilities were used to train military personnel.

In 1931 the School of Library Science was established and the Institute of Government founded. The latter, first of its kind in the nation, became an official part of the University in 1942. In 1936 the School of Public Health was formed. A Naval ROTC unit was created in 1940 and joined by the Air Force ROTC unit in 1947.

The Division of Health Affairs was formally organized in 1949, with schools of Dentistry and Nursing added to the schools of Medicine, Pharmacy, and Public Health. The University thereby became one of the few in the nation with schools in the five health professions. The opening of North Carolina Memorial Hospital in 1952 provided clinical facilities for the schools.

The Morehead Building and Planetarium were completed in 1949, and in the next year the School of Journalism was organized, although courses in journalism had been offered for many years. In 1990 the School became the School of Journalism and Mass Communication. The William Hayes Ackland Art Museum was completed in 1958 and in the following year the University became one of the first to install a large computer system.

As the twentieth century neared its end, the campus became the scene of further changes. The Walter Royal Davis Library was dedicated in 1985 and soon afterwards the renovated L. R. Wilson Library was opened to house the Special Collections. Other new building projects include the Smith Center for athletic and cultural events, the Kenan Center, Fetzer Gymnasium, Carmichael Residence Hall, and new facilities for the departments of Art, Chemistry, and Computer Science. In the medical complex, Memorial Hospital's Critical Care Center, the Lineberger Cancer Research Building, the Public Health and Environmental Sciences Building, and a new building for the Department of Family Medicine were completed.

By 1990 the campus was the site of nearly two hundred permanent buildings. More than 22,000 students were enrolled and the faculty consisted of around 1,900 full-time members. The Alumni Association counted more than 168,000 living alumni. During its first two centuries, the University trained more than 754,000 men and women exclusive of those who attended summer school or special courses.

The University has been recognized for the quality of its graduate programs in every national survey conducted in the past third of this century. U.S. News and World Report's survey of American colleges and universities consistently ranks the University among the best colleges in the nation and among the top research universities.

These accolades reflect the quality of the curriculum and of the faculty, whose research orientation allows them to share with their students not only the thrill of discovery, but also the latest advancements and new knowledge. Another asset that contributes to this reputation is UNC-Chapel Hill's superb library system containing more than three million volumes. It is ranked among the top research libraries in the United States and Canada by the Association of Research Libraries.

The University is the most comprehensive institution in North Carolina, both in the range of its programs at all levels and in the breadth of its specialized research and public service programs. The University's fourteen colleges and schools provide instruction in more than a hundred fields, offering 67 baccalaureate, 88 master's, and 61 doctoral programs, as well as professional degrees in dentistry, medicine, pharmacy, law, and library science. It has more than remained faithful to its founding fathers' charge to duly encourage and promote all useful learning for the betterment of humanity.

The University of North Carolina at Chapel Hill: Mission Statement

The University of North Carolina at Chapel Hill has been built by the people of the state and has existed for two centuries as the nation's first state university. Through its excellent undergraduate programs, it has provided higher education to ten generations of students, many of whom have become leaders of the state and the nation. Since the nineteenth century, it has offered distinguished graduate and professional programs.

The University is a research university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work, whose teaching is transformed by discovery and whose service is informed by current knowledge.

The mission of the University is to serve all the people of the state, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to expand the body of knowledge; to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to improve the condition of human life through service and publication; and to enrich our culture.

To fulfill this mission, the University must:

- acquire, discover, preserve, synthesize, and transmit knowledge;

- provide high quality undergraduate instruction to students within a community engaged in original inquiry and creative expression, while committed to intellectual freedom, to personal integrity and justice, and to those values that foster enlightened leadership for the state and the nation;

- provide graduate and professional programs of national distinction at the doctoral and other advanced levels to future generations of research scholars, educators, professionals, and informed citizens;

- extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the state; and

- address, as appropriate, regional, national, and international needs.

This mission imposes special responsibilities upon the faculty, students, staff, administration, trustees, and other governance structures and constituencies of the University in their service and decision-making on behalf of the University.

April 25, 1986, as adopted by the Board of Trustees, The University of North Carolina at Chapel Hill.

Academic Calendar 1994-1995

Summer Session 1994

First Term

March

Summer Advising begins according to school policy (See Advising Sessions in the Directory of Classes)	**15 Tuesday**
Telephone Registration Period I (TR I) begins according to CAROLINE Telephone Registration Schedule (See Directory of Classes)	**19 Saturday**

April

Billing dates (See Tuition and Fees in the Directory of Classes)	**4 Monday** **25 Monday**
TR I Closes at 8:00 P.M.	**22 Friday**

May

Tuition and Fees due for all students. (Students who register in TR I must pay or defer tuition and fees by this date or their schedule will be cancelled and all their courses dropped.)	**6 Friday**
Telephone Registration Period II (TR II) begins for all students.	**16 Monday**
Residence Halls open at 12 Noon.	**18 Wednesday**
Classes begin for all students. Late registration begins. $10 Fee charged for late registration.	**19 Thursday**
Last day to add a course and end of late registration. No registration or course adds accepted through Telephone Registration after 8:00 P.M.	**20 Friday**
Last day to reduce course load for credit on a student's financial account. (Dropping only course requires Official Withdrawal.)	**25 Wednesday**
Telephone Registration Period II Closes at 8:00 P.M.	
HOLIDAY, Memorial Day	**30 Monday**

June

Last day for dropping courses (Undergraduates)	**2 Thursday**
Last day to withdraw for credit on student's financial account (prorated over three weeks)	**8 Wednesday**
Last day for submitting an application for a degree and an application for admission to candidacy for the Master's degree and last day for submitting an application for Doctoral degrees for August graduation.	**10 Friday**
Last day for Graduate Students to drop a course	**15 Wednesday**
First Summer Session classes end	**21 Tuesday**
Reading Day	**22 Wednesday**
First Summer Session examinations begin	**23 Thursday**
First Summer Session examinations end	**24 Friday**

Second Term

March

Summer Advising begins according to school policy (See Advising Sessions in the Directory of Classes)	**15 Tuesday**
Telephone Registration Period I (TR I) begins according to CAROLINE Telephone Registration Schedule (See Directory of Classes)	**19 Saturday**

May

Billing dates (See Tuition and Fees in the Directory of Classes)	**16 Monday** **31 Tuesday**
TR I Closes at 8:00 P.M.	**27 Friday**

June

Tuition and Fees due for all students. (Students who register in TR I must pay or defer tuition and fees by this date or their schedule will be cancelled and all their courses dropped.)	**10 Friday**
Telephone Registration Period II (TR II) begins for all students.	**23 Thursday**
Residence Halls open at 12 Noon.	**27 Monday**
Classes begin for all students. Late registration begins. $10 Fee charged for late registration.	**28 Tuesday**
Last day to add a course and end of late registration. No registration or course adds accepted through Telephone Registration after 8:00 P.M.	**29 Wednesday**

July

Written examinations for Master's candidates for the August graduation may not be taken after this date.	**2 Saturday**
HOLIDAY, July Fourth	**4 Monday**
Last day to reduce course load for credit on a student's financial account. (Dropping only course requires Official Withdrawal.)	**5 Tuesday**
Telephone Registration Period II Closes at 8:00 P.M.	**5 Tuesday**
Last day for dropping courses (Undergraduates)	**12 Tuesday**
Last day to withdraw for credit on student's financial account (prorated over three weeks)	**18 Monday**
Final signed copies of Doctoral dissertations and Master's theses for candidates for the August graduation must be filed in the Graduate School.	**22 Friday**
Last day for Graduate Students to drop a course	**25 Monday**
Second Summer Session classes end	**29 Friday**
Reading Day	**30 Saturday**

August

Second Summer Session examinations begin	**1 Monday**
Second Summer Session examinations end	**2 Tuesday**

Fall Semester 1994

March

Fall Advising begins according to school policy (See Advising Sessions in the Directory of Classes)	**15 Tuesday**
Telephone Registration Period I (TR I) begins according to CAROLINE Telephone Registration Schedule (See Directory of Classes)	**19 Saturday**

June

Billing dates (See Tuition and Fees in the Directory of Classes)	**27 Monday** **18 Monday**

July

TR I Closes at 8:00 P.M.	**15 Friday**
Tuition and Fees due for all students. (Students who register in TR I must pay or defer tuition and fees by this date or their schedule will be cancelled and all their courses dropped.)	**27 Wednesday**
Telephone Registration opens for new freshmen only	**30 Saturday**

August

Telephone Registration Period II (TR II) begins for all students except new Freshmen	**11 Thursday**
Residence Halls open for Freshmen and Transfer Students at 9:00 A.M.	**20 Saturday**
Orientation of all new freshmen and Undergraduate Transfer Students (Schedule to be announced). Residence Halls open for Returning Students Telephone Registration Period II (TR II) opens for new Freshmen	**21 Sunday**
Classes begin for all students. Late registration begins. $10 Fee charged for late registration.	**24 Wednesday**
Last day to add a course and end of late registration. No registration or course adds accepted through Telephone Registration after 8:00 P.M.	**30 Tuesday**

September

HOLIDAY, Labor Day (Telephone Registration Closed)	**5 Monday**
Last day to reduce course load for credit on a student's financial account. (Dropping only course requires Official Withdrawal.)	**6 Tuesday**
Telephone Registration Period II Closes at 8:00 P.M.	
FALL RECESS - Instruction ends 5:00 P.M. Instruction resumes 8:00 A.M. Monday, October 3	**28 Wednesday**

October

Last day for dropping courses (Undergraduates) and last day for Pass/Fail declarations	**5 Wednesday**
University Day	**12 Wednesday**
Last day for both graduates and undergraduates to file with their Dean's Office for degree to be awarded in December	**14 Friday**
Incompletes (IN's) from prior terms change to F* (for Undergraduates only)	**18 Tuesday**
Last day to withdraw for credit on student's financial account (prorated over nine weeks)	**25 Tuesday**

November

Written examinations for Master's candidates for December graduation may not be taken after this date	**5 Saturday**
Thanksgiving Recess- Instruction ends 1:00 P.M. Instruction resumes 8:00 A.M.	 **23 Wednesday-** **28 Monday**
Last day for Graduate Students to drop a course	**28 Monday**

December

Fall Semester classes end	**7 Wednesday**
Reading Days	**8 Thursday** **9 Friday**

Final signed copies of Doctoral dissertations and Master's theses for candidates for the December graduation must be filed in the Graduate School by this date.	**9 Friday**
Fall Semester examinations begin	**10 Saturday**
Fall Recognition Ceremony	**11 Sunday**
Fall Semester examinations end	**17 Saturday**

Spring Semester 1995

October

Spring Advising begins according to school policy (See Advising Sessions in the Directory of Classes)	**13 Thursday**
CAROLINE Telephone Registration Period I (TR I) begins according to Telephone Registration Schedule (See Directory of Classes)	**22 Saturday**
Billing dates (See Tuition and Fees in the Directory of Classes)	**7 Monday -** **Monday, November 8**

November

TR I Clos	**23 Wednesday**
Thanksgiving Recess-	
Instruction ends 1:00 P.M.**23**	**Wednesday-**
Instruction resumes 8:00 A.M.	**Monday,28**

December

Tuition and Fees due for all students. (Students who register in TR I must pay or defer tuition and fees by this date or their schedule will be cancelled and all their courses dropped.)	**8 Thursday**
Telephone Registration Period II (TR II) begins	**19 Monday**

January

Residence Halls open at 9:00 A.M.	**8 Sunday**
Classes begin for all students. Late registration begins. $10 Fee charged for late registration.	**9 Monday**
Last day to add a course and end of late registration. No registration or course adds accepted through Telephone Registration after 8:00 P.M.	**13 Friday**
HOLIDAY, Martin Luther King Day (Telephone Registration Closed).	**16 Monday**
Last day to reduce course load for credit on a student's financial account. (Dropping only course requires Official Withdrawal.)	**20 Friday**
Telephone Registration Period II Closes at 8:00 P.M.	
Last day for both undergraduate and graduate students to file with their Dean's Office an application for degree to be awarded in May.	

February

Last day for dropping courses (Undergraduates) and last day for Pass/Fail declarations.	**17 Friday**

March

Incompletes (IN's) from prior terms change to F* (for Undergraduates only).	**3 Friday**
Spring Recess -	
Instruction ends 5:00 P.M.	**3 Friday, -**
Instruction resumes 8:00 A.M.	**Monday, 13**
Last day to withdraw for credit on student's financial account. (Tuition and fees prorated over nine weeks plus $25.00).	**10 Friday**
Written examinations for Master's candidates for May graduation may not be taken after this date.	**18 Saturday**

April

Last day for Graduate Students to drop a course.	**11 Tuesday**
HOLIDAY, Good Friday.	**14 Friday**
Spring Semester classes end. Final signed copies of Doctoral dissertations and Master's theses for candidates for the May graduation must be filed in the Graduate School by this date.	**26 Wednesday**
Reading Days	**27 Thursday** **28 Friday**
Spring Semester examinations begin	**29 Saturday**

May

Examinations end.	**6 Saturday**
Commencement.	**14 Sunday**

The University of North Carolina at Chapel Hill: Officers of Administration

- Paul Hardin, J.D., Chancellor
  - Susan Haughton Ehringhaus, J.D., *Assistant to the Chancellor and Senior University Counsel*
  - Douglass Hunt, LL.B., *Special Assistant to the Chancellor*
  - Mary P. Sechriest, J.D., *Associate University Counsel and Legal Adviser to the Special*
  - Assistant Robert J. Cannon, Ph.D., *Affirmative Action Officer*
  - John D. Swofford, M.Ed., *Director, Athletics*
  - Brenda W. Kirby, *Secretary of the University*
- Donald Arthur Boulton, Ed.D., *Vice-Chancellor and Dean, Student Affairs*
  - Don L. Collins, M.Ed., *Director, Assistant to Vice-Chancellor for Student Affairs and Director of Development and Marketing*
  - Judith R. Cowan, M.D., Director, *Student Health Service*
  - Margo A. Crawford, M.Ed., *Director, Sonja Haynes Stone Black Cultural Center*
  - John W. Edgerly, Ed.D., *Director, University Counseling Center*
  - Marcia B. Harris, M.Ed., *Director, University Career Services*
  - Wayne T. Kuncl, Ed.D., *Director, University Housing*
  - Judy W. McGowan, *Director of Finance and Personnel*
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    - Laura D. Thomas, M.S., Director, *Disability Services*
  - Edith Mayfield Wiggins, M.S.W., *Associate Vice-Chancellor and Associate Dean*
    - Robert J. Locke, Ed.D., *Director, International Center*
    - Donald E. Luse, M.Ed., *Director, Frank Porter Graham Student Union*
    - Zenobia Hatcher-Wilson, M.S.W., *Director, Campus Y*
    - Shirley M. Hunter, A.B., *Director, Orientation*
    - Cynthia Wolf Johnson, M.A., *Director, North Carolina Fellows Program/Leadership Development*
  - Frederic William Schroeder, Jr., M.S., *Assistant Vice-Chancellor and Dean of Students*
    - Howard J. Brubaker, M.S., *Director, Student Activities Fund Office*
- Arch T. Allen III, J.D., *Vice-Chancellor for Development and University Relations*
  - Matthew G. Kupec, M.Ed., *Associate Vice-Chancellor for Development/Director, Bicentennial Capital Campaign*
    - Judy C. Fleming, M.Ed., *Director of Chancellor's Club* [1]
    - Leola G. Collura, *Director of Donor and Prospect Research*
    - Marjorie Crowell, B.A., *Director of Annual Fund*
    - Andi Sobbe, B.A., *Associate Director of Annual Fund*[2]
    - Judy C. Fleming, B.A., *Director of Reunions*[3]
    - Ben Hughes, B.A., *Director of Regional Gifts*[4]
    - C. Knox Massey, *Special Assistant to the Chancellor*[5]
    - Ivana Pelnar-Zaiko, Ph.D., *Director of Principal Gifts*[6]
    - Renee D. Carney, Ph.D., *Director of Major Gifts*[7]
    - James S. Simmons, Jr., M.F.A., *Director of Corporate and Foundation Relations*
    - June L. Steel, B.A., *Director of Planned Giving*
    - Abbe Townsend, B.A., *Director, Special Events*[8]
    - Ronni Gardner, B.A., *Director, Development Events*[9]
    - Nancy K. Davis, A.B., *Director of Development Communications*
    - Jean M. Vickery, B.A., *Director, Development Services*
  - Clifton Metcalf, B.A., *Associate Vice-Chancellor for University Relations*
    - Dana Bayley, B.E.D., *Coordinator, Design Services*[10]
    - Margaret Plumb Balcom, A.B., *Editor, University Gazette*
    - Bill Davis, M.J., *General Manager, WUNC (FM) Radio*
    - H. Scott Jared, B.S., Coordinator, *Publications Services*
    - ——, *Director, University News Services*
    - Catherine Williams, B.A., *Director, Special Projects*
    - Steven Tepper, B.A., *Executive Director for Bicentennial Observance*
    - Sandra Roberts, M.S., *Director, Visitors' Services*[11]
    - Paul Baldasare, Jr., J.D., *Assistant to the Vice-Chancellor, Legal Affairs, Associate University Counsel*
- H. Garland Hershey, Jr., D.D.S., M.S., *Vice-Chancellor for Health Affairs and Vice-Provost*
  - Edward F. Brooks, M.B.A., Dr.P.H., *Associate Vice-Chancellor*
  - James C. Sadler, Ph.D., *Director, Planning and Administrative Studies*
  - Elizabeth S. Ward, M.B.A., C.P.A., *Assistant to the Vice-Chancellor*
  - John Stamm, D.D.S., D.D.Ph., *Dean, School of Dentistry*
  - Stuart Bondurant, M.D., *Dean, School of Medicine*
  - Cynthia M. Freund, Ph.D., R.N., S.A.A.N., *Dean, School of Nursing*

Michel A. Ibrahim, M.D., Ph.D., *Dean, School of Public Health*
William H. Campbell, Ph.D., *Dean, School of Pharmacy*
Donald Bailey, Ph.D., *Director, Frank Porter Graham Child Development Center*
Forrest M. Council, Ph.D., *Director, Highway Safety Research Center*
Alan W. Cross, M.D., *Director, Health Promotion/ Disease Prevention*
Gordon H. DeFriese, Ph.D., *Director, Cecil G. Sheps Center for Health Services Research*
Carol Jenkins, M.L.S., *Director, Health Sciences Library*
Carolyn M. Mayo, Ph.D., *Director, North Carolina Health Careers Access Program*
Ronald R. Rindfuss, Ph.D., *Director, Carolina Population Center*
Harold Gene Wallace, M.Div., *Vice-Chancellor, University Affairs*
Archie N. Ervin, M.A., *Assistant to the Vice-Chancellor*
Raymond E. Strong, A.B., *Special Assistant to the Vice-Chancellor*
Richard L. McCormick, Ph.D., *Executive Vice-Chancellor, Provost, and Vice-Chancellor for Academic Affairs*[12]
Carl W. Smith, M.S. Comm., *Assistant to the Provost and the Vice-Chancellor, Academic Affairs*
Patricia L. Poteat, Ph.D., *Associate Vice-Chancellor for Academic Affairs*
William H. Graves, Ph.D., *Associate Provost, Information Technology*
Anne S. Parker, A.B., *Deputy Director*
William E. Groves, Ph.D., *Director, Computing Services*
Kathryn Conway, M.A., *Director, Special Projects*
James P. Gogan, B.A., *Director, Networking Systems*
Linwood Futrelle, B.S., *Director, User Services*[13]
John L. Oberlin, M.B.A., *Director, Finance and Planning*
Carol Reuss, Ph.D., *Associate Provost, Educational and Support Services*
Charles W. Millard III, Ph.D., *Director, Ackland Art Museum*
Joel Schwartz, Ph.D., *Director, Center for Teaching and Learning*
Thomas L. McKeon, Ed.D., *Director, Division of Continuing Education; Director, The William and Ida Friday Continuing Education Center*
Lee T. Shapiro, Ph.D., *Director, Morehead Planetarium*
Peter White, Ph.D., *Director, North Carolina Botanical Garden*
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Timothy Sanford, Ph.D., *Assistant Provost and Director, Institutional Research*
Eleanor S. Morris, A.B., *Director, Office of Scholarships and Student Aid*
David C. Lanier, M.S., *Registrar*
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Kathleen B. Benzaquin, M.S., *Assistant Dean, General College*[26]
Harold Woodard, M.A., *Assistant Dean, Student Counseling, General College*[27]

Harold Woodard, M.A., *Assistant Dean,General College*[28]
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Sam B. Barnard, *University Cashier*[37]
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Edwin A. Capel, Jr., B.S., *Director, Internal Audit*

Footnotes:

[1] Effective 1 February 1993
[2] Effective 14 June 1993
[3] Resigned 31 January 1993
[4] Resigned 31 May 1993
[5] Deceased 25 July 1993
[6] Resigned 15 January 1993
[7] Effective 10 May 1993
[8] Resigned 22 January 1993
[9] Effective 1 November 1993
[10] Effective 23 March 1993
[11] Effective 2 March 1993
[12] Title Change, Effective 8 October 1993
[13] Effective 1 January 1993
[14] Effective 1 July 1993
[15] Until 30 June 1993
[16] Effective 1 July 1993
[17] Until 30 June 1993
[18] Effective 1 July 1993
[19] Effective 1 July 1993
[20] Until 30 June 1993
[21] Effective 1 July 1992 - 30 June 1993
[22] Effective 1 July 1993
[23] Until 30 June 1993
[24] Effective 1 July 1993
[25] Until 30 June 1993
[26] Resigned 3 October 1993
[27] Until 30 June 1993
[28] Effective 1 July 1993
[29] Effective 1 December 1992
[30] Effective 1 March 1993
[31] Retired 31 December 1992
[32] Effective 1 January 1993 - 30 June 1993
[33] Resigned 31 July 1993
[34] Effective 1 August 1993
[35] Resigned 30 June 1993
[36] Effective 1 July 1993
[37] Retired 31 March 1993
[38] Effective 1 April 1993
[39] Until 31 July 1993
[40] Effective 1 August 1993
[41] Until 1 July 1993
[42] Resigned 31 December 1992
[43] Effective 1 January 1993 - 6 September 1993
[44] Effective 31 March 1993
[45] Resigned 31 December 1992, Position Eliminated
[46] Resigned 19 May 1993
[47] Effective 1 October 1993
[48] Effective 29 December 1992

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Admissions

The University of North Carolina at Chapel Hill: Admissions Policy*

I. All qualified persons are equally welcome to seek admission to The University of North Carolina at Chapel Hill, and all persons may apply for and accept admission confident that the policy and regular practice of the institution will not discriminate against them on the basis of race, color, religion, sex, or national origin.

II. Projections of the number of students to be admitted and enrolled in any year shall be determined (a) by the capacity of the institution to meet the instructional and other needs of students in the colleges, schools, departments, curricula, or other programs to which applicants seek admission and (b) by enrollment levels approved for budgetary or other appropriate purposes.

III. When at any time the number of qualified applicants for admission exceeds the number of persons who can be admitted and enrolled (as determined by the criteria specified in II above), those to be offered admission shall be selected on the basis of (a) recognition of the institution's special responsibility to residents of North Carolina and (b) the institution's judgment of the applicant's relative qualifications for satisfactory performance in the specific colleges, schools, departments, curricula, or other programs to which the applicants seek admission.

Provided that the criteria set forth hereinafter are met, this policy of competitive admissions shall not prevent the admission of selected applicants (a) who give evidence of possessing special talents for University programs requiring such special talents, (b) whose admission is designed to help achieve variety within the total number of students admitted and enrolled, or (c) who seek educational programs not readily available at other institutions.

In seeking variety within the total number of students admitted and enrolled, the University shall affirm its commitment to achieve excellence, to provide for the leadership of the educational, governmental, scientific, business, humanistic, artistic, and professional institutions of the State and nation, and to enrich the lives of all the people of North Carolina.

In the application of this policy of competitive admissions to nonresident students, preference for admission may be given to nonresident applicants who are children of alumni of the institution.

IV. Admission of persons to the specific colleges, schools, curricula, or other programs of the institution shall be governed by the provisions set forth below.

Undergraduate Admissions

Admission of undergraduate students to colleges or schools to pursue programs leading to a baccalaureate degree shall be the responsibility of the Office of Undergraduate Admissions. That Office shall apply policies and procedures which, not inconsistent with policies adopted by the Board of Trustees, are approved by the Advisory Committee on Undergraduate Admissions.

In the application of the provisions set forth in III above, preference for admission shall be given to qualified residents of North Carolina; provided however, that in recognition of the educational and other values accruing to North Carolina students, to the institution, and to the State from participation of nonresident students in the programs of the institution, nonresidents may be admitted in the entering freshman class in numbers likely to result in no more than 18 percent nonresident enrollment in the entering freshman class.

Admission of undergraduates shall be to the freshman class, to other classes by transfer after satisfactory completion of one or more years of acceptable college-level work in some other institution(s) of higher education, or to Continuing Studies. Among applicants seeking admission by transfer, normal administrative practice shall favor applicants for transfer to the junior class.

Admission and enrollment of persons who are candidates for financial aid for which athletic ability is a consideration shall be conditional upon compliance with applicable regulations of the Atlantic Coast Conference and the National Collegiate Athletic Association.

Admission to the Freshman Class

Admission to and enrollment in the freshman class shall be conditional upon graduation from secondary school with such units of secondary school academic course credit as may be specified by the Office of Undergraduate Admissions; provided, however, that if all other criteria are met, exceptions to the secondary school graduation and course credit requirements may be made by the Office of Undergraduate Admissions in accordance with procedures approved by the Advisory Committee on Undergraduate Admissions.

Criteria employed for determination of each applicant's qualifications for admission shall include (a) satisfactory evidence of scholastic promise based upon the applicant's previous academic record, recommendations from schools previously attended, scores on selected tests of scholastic aptitude or achievement, and the applicant's predicted grade average for the freshman year as determined by procedures approved by the Advisory Committee on Undergraduate Admissions; and (b) satisfactory evidence of physical and mental well-being sufficient to cope with the demands of University life.

Admission by Transfer

Admission and enrollment by transfer from another institution shall be conditional upon a satisfactory academic record on work undertaken in all other institutions attended, satisfactory recommendations from institutions previously attended, and eligibility to return to all previously attended institutions of higher education.

Continuing Studies/Admissions

Eligibility for admission to Continuing Studies shall normally be limited to individuals living within commuting distance of Chapel Hill.

Admission to Continuing Studies of an applicant who does not hold a baccalaureate degree shall be the responsibility of the Office of Undergraduate Admissions. Such admissions shall be either (1) for full credit, applicable toward fulfillment of degree requirements, in which case the minimum requirements shall be the same as those for admission to degree programs; or (2) for personal benefit and enjoyment, in which case the applicant may be exempted from the qualitative requirements for admission to degree programs.

Admission to Continuing Studies of an applicant who holds a baccalaureate degree shall be the responsibility of Continuing Studies. Such admissions shall be for personal benefit and enjoyment (or for transfer of credit to a degree program) in which case the applicant may be exempted from the qualitative requirements for admission to degree programs.

Graduate School Admissions

With recognition of the institution's special responsibility to residents of North Carolina but without restrictions based on residence status, admission to the Graduate School shallbe a selective process with the objective of enrolling from the pool of applicants for each discipline those students who, in the judgment of the institution, are best qualified to pursue graduate degrees in their chosen academic fields. Admission of graduate students shall be the responsibility of the Dean of the Graduate School with the advice and assistance of the Administrative Board of the Graduate School and of the graduate faculties of the departments, schools, and curricula authorized to offer graduate degree programs.

For admission to the Graduate School, the applicant must (1) hold a baccalaureate degree from an accredited college or university in the United States or its equivalent from an institution abroad, (2) must present a strong overall record of academic achievement, (3) must be in good standing in the last-attended institution where graduate work has been or is being taken, and (4) must be admitted as a degree student unless there are exceptional circumstances justifying admission for nondegree study with the approval of the Dean of the Graduate School.

The graduate student enrollment level for each school, department, or curriculum shall be determined for each academic year by the Dean of the Graduate School following consultation with each of the schools, departments, and curricula concerned.

Professional School (Business, Dentistry, Law, Medicine) Admissions

Admission of students to the professional degree (D.D.S., J.D., M.D., M.B.A., and Master of Accounting) programs in the Schools of Business, Dentistry, Law, and Medicine and to nondegree programs in the Schools of the Division of Health Affairs shall be in each of these Schools the responsibility of its established Committee on Admissions which shall apply policies, procedures, and requirements, not inconsistent with the provisions of this policy, adopted by the faculty of the School and approved by the Chancellor or his delegate.

Summer Admissions

1. Admission of applicants to any summer session shall be the responsibility
   a. of the Office of Undergraduate Admissions with respect to those who wish to begin in the summer an undergraduate program of study that will continue into the following academic year or that is intended to lead to a baccalaureate degree from The University of North Carolina at Chapel Hill, as well as those undergraduates already enrolled in this institution who wish to return for undergraduate work in the summer;

   b. of the Graduate School with respect to those who wish to begin a degree program of graduate study in the summer, as well as those graduate students already enrolled in this institution who wish to return for graduate study in the summer;

c. of the Dean of the Summer School, with respect to those who wish to attend any summer session as visiting students admitted by the Summer School and who fall into neither of the categories above.

d. of the Office of Continuing Studies with respect to those who wish to begin in the summer on a part-time basis either as a postbaccalaureate student or a degree or non-degree student, as well as those already enrolled in The University of North Carolina at Chapel Hill who wish to return for part-time study in the summer.

2. Admission to the Summer School by the Office of Undergraduate Admissions, the Graduate School, and the Office of Continuing Studies shall be in conformity with the provisions set forth in this policy for other undergraduate and graduate admissions.
3. Admission to the Summer School by the Dean of the Summer School shall be in conformity with policies, procedures, and requirements adopted by the Administrative Board of the Summer School; provided, however, that each such admission shall terminate as of the last day of that summer term and shall include no commitment, stated or implied, for admission of the student to any subsequent semester or session of The University of North Carolina at Chapel Hill.
4. Appeal concerning an individual admission decision may be had only if it is contended that some provision set forth herein has been violated.

Appeals concerning individual admissions decisions shall be lodged with the administrative officer (the Director of Undergraduate Admissions, the Dean of the Graduate School, the Dean of the professional school concerned, or the Dean of the Summer School) whose office had responsibility for the admission. Thereafter appeals shall be to the Board of Trustees. Each appeal to the Board of Trustees shall be lodged with the Chancellor who shall transmit it, with the advice of the Chancellor, to the Chairman of the Board of Trustees.

*This policy adopted by Resolution of the Board of Trustees on September 3, 1976.

*Amended by Board of Trustees, August 24, 1984.

*Amended by Board of Governors, March 14, 1986.

Undergraduate Admissions

The Office of Undergraduate Admissions will assist in any way possible students interested in continuing their education at The University of North Carolina at Chapel Hill. Applications from nonresidents are encouraged, but, because of nonresident limitations, students must have particularly outstanding qualifications in order to be competitive.

Admission Requirements

The admissions process at The University of North Carolina at Chapel Hill is necessarily a selective one. A student's high school record (course difficulty and performance) and test scores are important elements in admissions decisions, but other accomplishments and personal qualities are also relevant, since the University seeks a diverse body of students.

By their anticipated date of enrollment, candidates for admission should have reached the age of sixteen and must have graduated from an approved or accredited secondary school. In addition, the University asks that candidates present evidence of physical and mental well-being sufficient to cope with the demands of university life.

Items Necessary for a Complete Application

Freshman Admission

The completed application will include:

A. Official transcript(s) from approved secondary school(s).

B. Official Scholastic Aptitude Assessment Test and/or ACT scores.

C. Recommendation from the current school or school last attended. (If the candidate is in a new school for the first time, an additional recommendation from the previous school is suggested.) If the policy of the school forbids subjective recommendations, the University will accept the transcript alone, as long as it is signed by the principal or guidance counselor.

NOTE: Current federal legislation allows students enrolling at the University access to their files. Students do not have access to their applications.

D. Students are encouraged to furnish any information that will enhance the University's understanding of their background and preparation for college.

E. Application fee of $45.00 (nonrefundable).

F. Any additional items or information requested in the application materials or by the Office of Undergraduate Admissions.

Transfer Admission

The completed application will include:

A. Official transcript from each college attended, including summer sessions.

B. Transcript showing high school units (Grades 9 thru 12).

C. Application fee of $45.00 (nonrefundable).

D. Any additional items or information requested in the application materials or by the Office of Undergraduate Admissions.

High School Course Requirements

The University suggests that a student present for admission a strong college preparatory program. Such a program should include honors and advanced placement courses if these courses are available and if the student's enrollment in these courses is academically appropriate. Prospective students also are encouraged to complete as many college preparatory courses as the high school program will allow. THE DIFFICULTY OF COURSES SELECTED BY THE STUDENT WILL BE A FACTOR IN THE ADMISSIONS DECISION.

To be considered for admission a student should present these minimum high school course requirements (including the 9th grade): 4 units of English; at least 3 units of college preparatory mathematics (2 algebra and 1 geometry or a higher level mathematics course for which algebra II is a prerequisite); at least 2 units of a single foreign language; 3 units in science, including at least 1 unit in a life or biological science and at least 1 unit in a physical science, and including at least 1 laboratory course; 2 units of social science including United States history; and enough elective units in traditional academic areas (literature, mathematics, physical and biological sciences, social sciences, and foreign languages) for a total of 16 units. Admitted students will take placement exams in math and foreign language; therefore, it is preferred that students continue in advanced levels of math and foreign language courses during their final year in high school even if they have already met the minimum requirements in these fields.

Placement in courses during students' first semester at the University will be based on their performance on placement tests. Although the student will take placement exams in some subjects at the University before the first semester begins, it is to the student's advantage to take placement tests in high school, especially those accepted by the University for placement purposes. Foreign language placement may be based on the College Board Achievement and

College Board Advanced Placement tests, which are offered by the Educational Testing Service. English placement is based on the College Board Achievement and College Board Advanced Placement tests as well as on CEEB verbal SAT scores and ACT scores. Students also are encouraged to take standardized tests that are recognized for placement in other subject areas.

College Board Placement Tests

The University recognizes for placement and degree credit, satisfactory scores on the College Board Advanced Placement and certain Achievement Tests, CLEP, and Dantes Tests. For more specific information, please contact the Admissions Office.

Information about College Board tests, and applications for specific tests, may be obtained by writing the Educational Testing Service, Box 592, Princeton, NJ 08504 or Box 025, Berkeley, CA 94707. Applicants should apply to take a test six to eight weeks in advance of the actual test date.

Transfer Candidates

Transfer applicants who graduated from high school in 1988 and after must present the following 16 academic units from high school in order to be eligible for admission consideration:

4 years of English;
3 years of mathematics (2 algebra and 1 geometry);
3 years of natural science (1 biological, 1 physical, and a least 1 laboratory course);
2 years of social science (1 must be U.S. history);
2 years of the same foreign language;
2 additional years of academic electives.

For those enrolling in the fall of 1990 and thereafter, transfer applicants deficient in any of the minimum admission requirements will be eligible for transfer consideration only if one of the following conditions is met:

A. 24 transferable semester hours in the following areas:
6 semester hours of acceptable college level English (not to include remedial courses) 6 semester hours of acceptable college level mathematics (not to include remedial courses; college algebra is considered remedial at UNC-Chapel Hill) 6 semester hours of acceptable college level social science 6 semester hours of acceptable natural sciences

OR

B. Applicant must hold an Associate of Arts, Associate of Fine Arts, or Associate of Science degree from a regionally accredited institution prior to enrollment at UNC-Chapel Hill.

Students who have completed or who will complete two years of college prior to their intended enrollment are encouraged to apply for transfer admission. The University will also accept a small number of sophomore transfer students.

In order to be considered for transfer admission, students must present at least a C average (2.0 on a 4.0 system) in all courses undertaken at other accredited colleges and universities. However, a much higher average is required to be competitive. Students also must be eligible to return to all institutions previously attended. A student who is academically ineligible for consideration as a transfer student may count course work completed through the Independent Studies program toward raising his/her outside grade point average to transfer to the University. However, course work completed in The University of North Carolina at Chapel Hill Summer School cannot be used to establish eligibility to be considered as a transfer applicant.

Once admitted as a transfer student, any course credits received at UNC-Chapel Hill in a prior summer session become part of the official transcript of the student and grades received are included in the grade point average. Due to space limitations, the University usually cannot admit all the students who meet minimum standards.

Transfer candidates are categorized by class, based on the acceptability of their transfer credit and on the number of college terms in residence (one term in residence is the equivalent of one term of full-time enrollment). The categories are: one term and less than 24 semester hours of transfer credit for freshmen; 2 or 3 terms and 24 to 50 semester hours for sophomore standing; 3, 4, or 5 terms and 51 to 84 semester hours for junior standing; and 6 terms or more and 84 or more semester hours for senior standing. Students presenting more than 84 semester hours should realize that we give priority to junior transfers. Transfers with less than junior standing must meet both freshman and transfer eligibility requirements.

Transfer of Credit

The University will transfer, for degree credit, courses from other accredited institutions when the student has made a satisfactory grade (usually a C or its equivalent) and when a similar course is offered by the University. Students should expect difficulty in transferring professional course work. Course work from nonaccredited institutions (including foreign institutions) must be approved through departments at this University. Transfer credit for having fulfilled certain course requirements is granted for the lowest passing grade, but credit hours for the lowest passing grade will not be transferred. Hours will not be withheld for courses in which a grade of "C - " (C minus) is earned; however, the student's dean will determine if the course(s) may be applied towards the degree.

The University will consult two publications when settling questions that arise concerning the transfer of credit: Transfer Credit Practices, published by the American Association of Collegiate Registrars and Admissions Officers, and Accredited Institutions of Post-Secondary Education, published by the American Council on Education.

A student who feels qualified may challenge any University course by asking to be examined on the material taught in the course. A passing grade on this validating examination will earn degree credit.

Students seeking transfer to the University will wish to plan their courses at their current institution in a way which will ensure the transfer of their course work. The University encourages such prior course planning, and the Office of Undergraduate Admissions will assist prospective transfer students with it.

The University will accept a maximum of sixty-four semester hours of transfer credit from a two-year institution or from a combination of two- and four-year college enrollment when the four-year college enrollment precedes the two-year college enrollment. However, students who have sixty-four semester hours of college credit cannot transfer additional credit from a two-year institution. Physical education courses taken at another institution will count toward the University's physical education requirement but not for degree credit.

Transfer students must satisfy the freshman entrance requirements of this University, even where these differ from the requirements of the previous institution attended. For information on language requirements for transfer students, see the General Education Requirements section.

When to Apply

Candidates for the fall semester are encouraged to apply one year before the fall in which they intend to enroll. January 15 is the effective deadline; applications received by that date are given first consideration and usually fill the class. If space is available in the class, applications received up to March 1 will be considered. Out-of-state candidates should be aware that after the deadline particular priority will be given to North Carolina residents and to children of alumni.

The University does not consider new students for spring enrollment.

The University will consider any candidate at any time, provided that places in the incoming class are still available.

Freshman Applications. The application deadline for the fall semester is January 15. All materials except first term grades and senior SAT and/or ACT results must be received by this date or the student will be considered a late applicant and placed on the waiting list.

Notification

For freshman applicants: if your application is complete and in the Office of Undergraduate Admissions by October 15, letters explaining whether you have been accepted for admission, deferred until a later date, or not accepted will be mailed to you by the first week of December; if application is complete by November 15, your letters will be mailed by the first week of February; if the application is complete after November 15, notification will be by April 15.

Transfer Applications

Transfer students will be notified beginning in January after receipt of fall term grades.

Priority in transfer admissions is extended to students who have completed two full academic years of course work (with 51 transferable academic semester hours) prior to their proposed entrance date. Courses completed in summer (immediately prior to fall enrollment) are not used in determining junior standing. The University does not recommend transferring after three years of college work, since at least half of the major courses, and the last 45 hours toward the degree, are required to be taken in residence.

The entire application should be returned to the Admissions Office as soon as possible after the beginning of the fall semester. All applications for fall semester should be submitted before January 15.

Programs with Limited Admissions

Prospective transfer students are advised that only a small number of transfer students will be admitted in the majors of Business Administration, Journalism and Mass Communication, Education, and the Allied Health Programs. Students interested in one of these fields may wish to consider another major as a second choice; however, even if admitted to an alternate program students cannot be guaranteed subsequent admission to their first choice of major. In addition, notification of acceptance to these programs is generally later than for other programs.

Health Program Majors

Applicants for any of these programs must apply by December 1 for the fall semester. After completion of the fall semester a transcript of that semester's work should be sent. They should also contact the specific department for additional application materials.

The bachelor degree in Physical Therapy has been discontinued. A new entry-level master's degree has been created.

Applicants for the Pharmacy program must submit Pharmacy College Admission Test scores.

Education Majors

Transfer students should take the Communication Skills and General Knowledge tests of NTE before the end of the sophomore year, preferably in the fall of that year. Official scores on these exams should be sent with the application if possible, or soon thereafter. Some provisional admissions may be made pending receipt of scores.

Music or Dramatic Art Majors

Students applying as music majors should contact the Director of Undergraduate Studies in Music at 101 Hill Hall to arrange an audition. (Please indicate whether you wish to study voice or an instrument; if an instrument, please indicate which one.) Students applying to major in the dramatic arts should contact the Director of Undergraduate Studies in Dramatic Arts at 105 Graham Memorial.

Fall/Winter Grades

The fall and winter grades should be mailed to the University as soon as they become available. Any application will be considered incomplete without them and will not be reviewed until they arrive.

Confirmation of Acceptance

The University requires a nonrefundable $100.00 enrollment/housing deposit. This is due by May 1 for fall admission, or, for students admitted after the deadline or for the spring term, it is due within two weeks of receipt of the letter of admission.

Degree candidates starting in summer school who intend to continue in the fall must pay their summer fees as well as the fall term deposits in order to reserve a space for the fall term.

Admission of International Students

International students are considered for admission on the same basis as native candidates. An international student should present College Board Scholastic Aptitude Assessment Test results as well as transcripts from previous schooling. International students should also submit results on the Test of English as a Foreign Language (TOEFL) in support of their application.

U.S. Immigration law requires proof of financial support for the student's entire program of study. Before admission, applicants must provide documentation that they have sufficient funds in a bank to cover the firsrt year's tuition and living expenses. See the Financial Aid section for information on expenses. The University will issue the necessary visa documentation to those students who are formally admitted to the University. International students should not leave their native country intending to enroll at the University until they have received a formal letter of acceptance and appropriate visa documents.

Questions concerning international student life on the UNC-Chapel Hill campus should be referred to the **Foreign Student Adviser, Carolina Union, CB# 5240, The University of North Carolina at Chapel Hill, Chapel Hill, North Carolina 27599-5240.**

Readmissions

Any student who withdraws or for any other reason fails to complete a semester must apply for readmission through the Office of Undergraduate Admissions. Students applying in this manner must pay a nonrefundable $45.00 application fee. Application for readmission should be made as early as possible and in no case later than 2 weeks before the opening of the semester.

A student leaving the University with an academic deficiency must restore his or her eligibility in order to be readmitted as a regular student. Restoration of eligibility can be accomplished only by enrolling in summer sessions or through correspondence instruction from the University (see below).

Students who have enrolled in course work at another college or university since their last enrollment at The University of North Carolina at Chapel Hill must submit transcripts of this course work and must have maintained a C average for all such course work attempted in order to be eligible for readmission. The grade point average (GPA) required for eligibility is based on all semesters in residence on all campuses.

Students leaving the University for medical or disciplinary reasons must be cleared by the appropriate office before being readmitted.

The University must adhere to enrollment projections; therefore readmission is not guaranteed even if the student is academically eligible.

Admission as a Summer School Visitor

Any student who has not been regularly enrolled or has not been admitted for the fall semester in any school in the University should send his/her application for admission as a visiting summer student to the **Dean of Summer School, CB# 3340, Pettigrew Hall.** Those students who are in residence at the University will preregister or register for a summer session through their academic dean or adviser, and need not make a separate application to the Dean of Summer School. A student who plans to restore academic eligibility through work done in a summer session must apply to the **Director of Undergraduate Admissions, CB# 2200, Jackson Hall.**

Further Information

For additional information and services related to the admission of freshmen and transfer students, contact the **Director of Undergraduate Admissions, CB# 2200, Jackson Hall, The University of North Carolina at Chapel Hill, Chapel Hill, North Carolina 27599-2200.**

Intra-University Transfer

Transfer from one school or college within the University is possible with the approval of both academic deans concerned.

Admission To Other Credit Programs: Independent Studies

(Correspondence Courses)

In addition to the courses listed in this Bulletin, many undergraduate courses are available through Independent Studies (correspondence courses). The Independent Studies program allows students to enroll at any time, to work at their own pace, and to take up to nine months to complete a course.

Application for Independent Studies courses is made to the **Office of Independent Studies, Friday Center, CB# 1020** (telephone 919-962-1105). Application forms and a complete catalog of course listings may be obtained from the same office.

A student may earn thirty semester hours of credit toward a degree at The University of North Carolina at Chapel Hill through Independent Studies courses. Students found academically ineligible to continue in resident study at the University may restore their eligibility through Independent Studies courses. Students attending classes may not enroll in an Independent Studies course at the same time without the written consent of their deans.

Admission to Continuing Studies

Continuing Studies is the academic unit through which area adults enroll in University courses to achieve the intellectual and professional growth needed by citizens of an increasingly complex society. Both undergraduate and postbaccalaureate students are admitted without respect to race, color, national origin, religion, sex, age, or disability.

Continuing Studies students may register for a maximum course load of eight credit hours per semester. A selection of undergraduate courses is scheduled for the evening hours; the University's daytime courses are also open to Continuing Studies students if space permits.

Undergraduates desiring to enroll through Continuing Studies should file an admission application and nonrefundable $45.00 application fee with the **Office of Undergraduate Admissions, CB# 2200, Jackson Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-2200.** Admission is limited; preference is given to students who have been away from a traditional school setting for at least one year and to UNC-Chapel Hill faculty/staff employees. Traditional students who have been denied full-time admission to the University are not admitted to Continuing Studies. All students admitted as prospective degree candidates must meet minimum University requirements for admission.

Students who have a baccalaureate degree should file for admission directly with **Continuing Studies, CB# 1020, Friday Center, Chapel Hill, NC 27599-1020.**

Admission to Continuing Studies does not constitute admission to a degree program at the University. Undergraduates must be accepted for transfer into one of the degree-granting schools or colleges of the University. A minimum of 45 hours of academic credit must be taken at UNC-Chapel Hill, with at least 24 of the last 30 hours being taken on the UNC-Chapel Hill campus. Postbaccalaureate students must apply and be accepted to a graduate degree program.

Continuing Studies students who have not registered for a semester or more should inquire about readmission at least thirty days prior to the start of the term of their return.

Orientation and New Student Registration

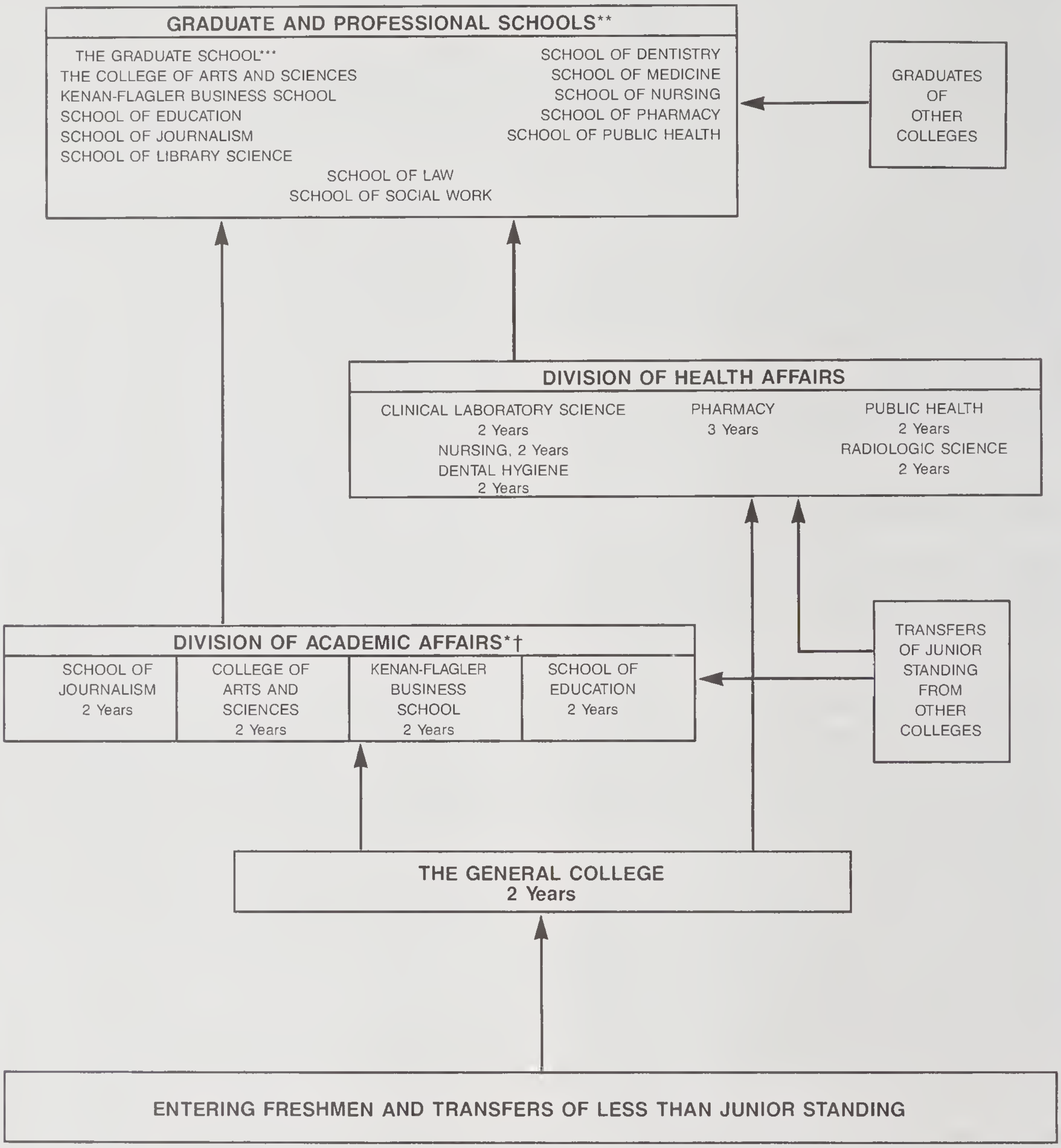
In June prior to their first semester in residence, freshmen will receive from the General College an academic self-advising manual and other academic materials. Each student is asked to respond to the information supplied in the manual by completing a worksheet and returning it to the General College. Upon receipt of the completed worksheets, the General College advisers prepare fall semester registrations for the incoming freshman class. Transfer students who will be entering an upper college follow a similar routine.

During the summer preceding their first semester in residence at the University, freshmen and their parents are invited to participate in one of several Testing and Orientation Program Sessions (TOPS). TOPS days provide foreign language and mathematics testing for proper course registration in the fall.

In addition, they offer a wide range of programs intended to introduce new students and their parents to Chapel Hill, to acquaint them with the academic opportunities available to undergraduates, to aid them in the adjustment to campus living, and to offer other information, discussion, and academic advice. New student orientation continues when the students arrive in the fall for registration and classes.

ACADEMIC ORGANIZATION AND UNDERGRADUATE REQUIREMENTS

Academic Flow Chart


GRADUATE AND PROFESSIONAL SCHOOLS**
THE GRADUATE SCHOOL***
THE COLLEGE OF ARTS AND SCIENCES
KENAN-FLAGLER BUSINESS SCHOOL
SCHOOL OF EDUCATION
SCHOOL OF JOURNALISM
SCHOOL OF LIBRARY SCIENCE
SCHOOL OF DENTISTRY
SCHOOL OF MEDICINE
SCHOOL OF NURSING
SCHOOL OF PHARMACY
SCHOOL OF PUBLIC HEALTH
SCHOOL OF LAW
SCHOOL OF SOCIAL WORK
GRADUATES OF OTHER COLLEGES
DIVISION OF HEALTH AFFAIRS
CLINICAL LABORATORY SCIENCE 2 Years
NURSING, 2 Years
DENTAL HYGIENE 2 Years
PHARMACY 3 Years
PUBLIC HEALTH 2 Years
RADIOLOGIC SCIENCE 2 Years
DIVISION OF ACADEMIC AFFAIRS*†
SCHOOL OF JOURNALISM 2 Years
COLLEGE OF ARTS AND SCIENCES 2 Years
KENAN-FLAGLER BUSINESS SCHOOL 2 Years
SCHOOL OF EDUCATION 2 Years
TRANSFERS OF JUNIOR STANDING FROM OTHER COLLEGES
THE GENERAL COLLEGE 2 Years
ENTERING FRESHMEN AND TRANSFERS OF LESS THAN JUNIOR STANDING

**Admission may be granted if the student meets the requirements of and is accepted by the individual school.

***Admission for all postbaccalaureate programs (except the J.D., M.D., D.D.S., M.B.A., and Master of Accounting degrees) is through the Graduate School.

*The junior and senior years of the Medical Technology, Physical Therapy and Radiologic Science curricula are administered by the School of Medicine.

†The junior and senior years of Public Health are administered by the School of Public Health.

General Education Requirements and Requirements for the Major

Undergraduates at the University must fulfill the General Education requirements common to most fields of study and the more specialized requirements of their major field. The General Education requirements fall under two headings: Basic Skills (English composition, foreign languages, and mathematical sciences) and Perspectives (Aesthetic, Natural Sciences, Philosophical, Social Sciences, and Western Historical/Non-Western/Comparative).

The faculty believe that General Education rests upon the knowledge and practice of the Basic Skills. These include the ability to:

- write clearly,
- read critically,
- speak effectively,
- comprehend a foreign language,
- use mathematics,
- reason analytically,
- understand abstract ideas.

To impart and polish these basic skills, the curriculum requires training in English composition, a foreign language, and mathematical sciences.

The five Perspectives requirements build upon students' knowledge of the Basic Skills and ask them to learn both the content and the methodologies of several disciplines. Students must take courses in the Aesthetic Perspective (literature and the fine arts), the Natural Sciences Perspective, the Philosophical Perspective, the Social Sciences Perspective, and the Western Historical/Non-Western/Comparative Perspective.

These Basic Skills and Perspectives requirements make up the core of the General Education curriculum. The Basic Skills requirements (four to five courses) apply to all students. The Perspectives requirements fall into two categories: nine courses are required of all freshmen and sophomores by the General College. Four more courses, selected from four of the five perspective areas, are required of juniors and seniors pursuing the degree of Bachelor of Arts in the College of Arts and Sciences. These requirements are detailed in the following sections.

Effective fall 1994, all first-year students (regardless of major) entering UNC-Chapel Hill must take a cultural diversity course from an approved list.

Basic Skills

Writing Policy

The faculty of the General College and the College of Arts and Sciences expects students to write effectively. Instructors should help students realize that there is a direct relationship between thinking clearly and writing clearly. Faculty in all disciplines and professions should therefore require their students to write well. Students should expect to be graded on spelling, grammar, and style, as well as on the content and organization of their written work.

Students who wish to improve their writing can make appointments with a tutor in the Writing Center. This free, noncredit service is available to any member of the University community. Faculty members who identify weak writers should refer them to the Writing Center as early as possible in the semester in order to insure maximum benefit from tutorial instruction. In cases that seem especially severe, faculty may recommend that a student attend tutorials at the Writing Center as a requirement for passing the course.

English Composition

All students at the University must pass English 11 and English 12. These courses develop the skills of writing, reasoning, and argumentation, which are necessary to the entire educational endeavor. Students may prepare for these courses while in high school by taking courses in English composition and literature beyond the four years of English required for admission to the University. Students who have had such preparation usually perform better in their classes than those who have not.

Placement in English composition is determined by the student's score on the Verbal SAT, the College Board Achievement Test, or the Advanced Placement Test in composition. Those who feel their test scores do not accurately reflect their writing ability may take a Writing Sample test offered by the English Department. If placement scores or writing samples indicate a need for instruction and practice in preparation for English 11, students will pass the developmental course English 10 before taking English 11.

Regardless of placement, continuous enrollment is required until the series of English Composition courses is completed. Any student whose native language is not English will be required to pass English 11 - 12 like other students. However, that student will be permitted to waive, without credit, the foreign language requirement up to or through level 4. An authorized representative of the appropriate University department must confirm the student's proficiency in the language up to that level in order for the waiver to be granted.

Foreign Languages

The study of a foreign language enables students to see more clearly the nature and structure of their own language while gaining an understanding of a foreign culture.

Students should improve their language preparation by continuing their foreign language study through the senior year of high school. It is preferable that they complete four years of one high school language rather than, for example, taking two years each of two different languages.

Placement in a foreign language is determined by the student's score on the College Board Achievement Test, the Advanced Placement Test in a foreign language (taken at the completion of language study in high school), or the appropriate placement test administered by the University during freshman orientation.

All first-year students entering the University after May 15, 1990, must meet the new foreign language requirements described below in order to fulfill the General Education Basic Skills requirement in the General College. These same requirements apply to sophomore transfers admitted after May 1, 1991, and to junior transfers admitted after May 1, 1992.

Students admitted to the University before the aforementioned dates should consult their academic dean about their foreign language requirements and the application of transfer credit for foreign language courses taken at another college or university toward the fulfillment of their foreign language requirement.

In the following statements, "high school foreign language" is defined as completion of two or more years of courses in the same high school foreign language.

Students whose foreign language placement is below level 4 of their high school foreign language and who wish to continue in this language must complete through level 3. Credit hours toward the 120-academic hour graduation requirement are not awarded for level 1, if students place into level 1. Grades earned in level 1 courses, however, are computed in the students' grade point average and are used in all academic eligibility and academic load considerations.

Students who enroll in a foreign language other than their high school foreign language are required to complete through level 3. In this case, credit hours towards fulfilling the 120-academic hour graduation requirement are awarded for successful completion of level 1.

Students whose placement is level 4 of their high school foreign language and who wish to continue in that language must complete through level 4. Placement credit is awarded for level 3 upon successful completion of level 4. Students whose placement is beyond level 4 of their high school language have fulfilled the foreign language requirement and are awarded placement credit for levels 3 and 4.

Some undergraduate degree programs require the completion of foreign language courses beyond that needed to fulfill the General Education Basic Skills requirement. Academic advisers will inform students if their degree programs require completion of additional foreign language courses.

The courses listed below may be used to satisfy the foreign language requirements:

Arabic 101, 102, 103, 104
Bulgarian 101, 102, 103, 104
Chinese 1, 2, 3, 4
Czech 101, 102, 103, 104
French 1, 2, 3, 4
German 1, 2, 3, 4
Greek 1, 2, 3, 4
Hindi 101, 102
Italian 1, 2, 3, 4
Japanese 101, 102, 103, 104
Latin 1, 2, 3, 4
Macedonian 101, 102, 103, 104
Polish 101, 102, 103, 104
Portuguese 1, 2, 3, 4
Religious Studies (Hebrew) 113, 114, 115, 116
Romanian 101, 102
Russian 1, 2, 3, 4
Serbo-Croatian 101, 102, 103, 104
Slavic 107, 108
Spanish 1, 2, 3, 4

Mathematical Sciences

Through the study of mathematics students reinforce or acquire the ability to reason and to use analytic and quantitative ideas in both theoretical and applied contexts. In today's world of fast-paced scientific and technological advances, the importance of such skills cannot be overstated.

Students should prepare by taking precalculus and/or calculus in high school and by continuing their mathematical studies up through their senior year of high school. Not to do so may put them at a disadvantage in the University.

Placement in the mathematical sciences will be determined by scores on the College Board Achievement Test (Level I or II), the Advanced Placement Test (AB or BC), or a placement test given during Freshman Orientation. Students whose placement scores indicate a weakness in basic algebra skills may take Math R, a review course in high school algebra. Math R carries three credit hours for purposes of determining a student's GPA, eligibility, or financial aid status, but does not count toward the 120 academic hours required for graduation.

All first-year students entering the University after May 15, 1990, must meet the new mathematical sciences requirements described below in order to fulfill the General Education Basic Skills requirement in the General College. These same requirements apply to sophomore transfers admitted after May 1, 1991, and to junior transfers admitted after May 1, 1992.

Students admitted to the University before the aforementioned dates should consult their academic dean about their mathematical sciences requirements and the application of transfer credit for mathematical sciences courses taken at another college or university toward the fulfillment of this requirement.

Students who place into Mathematics 10 (Algebra) are required to complete Mathematics 10 and one additional course selected from the approved mathematical sciences course list. Students who place above Mathematics 10 are exempted from this course requirement and are required to complete one course selected from the approved mathematical sciences course list. Placement hours are not awarded for exempting Mathematics 10.

Some undergraduate degree programs require completion of specific mathematical sciences courses beyond those needed to fulfill the General Education Basic Skills requirement. Academic advisers will inform students if their degree programs require completion of additional mathematical sciences courses.

Exemption from Mathematics 10 or successful completion of this course is a prerequisite for enrolling in any course on the approved mathematical sciences course list given below. Placement scores that allow students to exempt Mathematics 10 may initially exclude these students from some of these courses.

The Basic Course list provides courses that do not require a specific prerequisite (first group of courses). However, some students may be advised to complete Mathematics 10 before proceeding to Mathematics 30 or complete Mathematics 30 before proceeding to Mathematics 31. If the equivalent of Mathematics 10 is completed at another institution with at least a grade of C, exemption from the Mathematics 10 requirement is granted. However, no transfer credit hours toward fulfilling graduation requirements are awarded for the successful completion of this course. Additionally, transfer credit for any mathematical sciences course on the Basic Course list (for which Mathematics 10 is a prerequisite) exempts a student from the Mathematics 10 requirement. On the other hand, students with advanced placement, exceptional ability, or superior performance may select a course from the second list (Courses with Prerequisites) consisting of courses that have been one of the basic courses as a prerequisite.

Basic Courses
General interest math courses: - Mathematics 16, 17, 18
Precalculus: - Mathematics 30
Calculus for business/social sciences applications: - Mathematics 22
Calculus for natural/mathematical sciences: - Mathematics 31
Computer programming: - Computer Science 14, 15
Statistics: - Statistics 11
Logic: - Philosophy 21, 71

Courses with Prerequisites

Prerequisite	Courses
Mathematics 22	Statistics 23, OR 40
Mathematics 31	Mathematics 32
Statistics 11	Statistics 14
Mathematics 32	Mathematics 33
Mathematics 32	Mathematics 81
Mathematics 33	Mathematics 83
Mathematics 33	Mathematics 85

Perspectives

Aesthetic Perspective

Two courses are required in order to fulfill the Aesthetic Perspective: one in literature and one in the fine arts. The purpose of this requirement is to enable students to explore the varieties of artistic creation and to realize how the full range of human experience is given expression in the arts.

Fine Arts
ANTH 23
ART 1, 2, 30, 31, 32, 33, 34, 35, 36, 37, 38, 43, 64 (=WMST 64)
COMM 41
DRAM 15, 16, 20
ENGL 42
GERM 68
HNRS 27, 40
MUSC 21, 31, 40, 41, 42, 45, 46
PHYE 93
WMST 64 (=ART 64)

Literature
AMST 34H, 35H
CLAS 29, 30 (=CMPL 30), 31, 33, 35, 36, 61, 62, 77
CMPL 21, 22, 30 (=CLAS 30)
COMM 60
ENGL 20, 21, 22, 23, 23W, 24, 25, 25W, 26, 28, 29, 29W
FREN 21
GERM 21, 29, 40, 41, 44 (=WMST 44)
GREEK 21
HNRS 28, 41
ITAL 40, 41, 42
LATN 21
PORT 35, 40
RELI 55, 82
ROML 29
RUSS 50, 70, 74
SLAV 29, 48
SPAN 21, 35, 40, 46
SPCH 41
WMST 44 (= GERM 44)

Natural Sciences Perspective

Two courses are required for the Natural Sciences Perspective. At least one of these must include a lecture course with a complementary laboratory (i.e., Chemistry 11 and 11L, Biology 11 and 11L, or Astronomy 31 and 31L, etc.). It is important for students in today's technologically complex world to develop an understanding of the methodology and some of the content of the sciences. Those students who have exceeded their minimum high school science requirement are at an advantage in the University's science courses.

Basic Courses

Required Lab
BIOC 7, 8
BIOL 41, 43, 47, 52, 53, 54
CHEM 11 & 11L, 21 & 21L, 25H & 25L
GEOL 41, 42 & 42L
PHYS 20, 24 & 24L, 25 & 25L, 26, 27, 28 & 28L

Optional Lab
ASTR 31 & 31L
BIOL 11 & 11L, 45 & 63L, 62 & 62L, 63 & 63L, 72 & 72L, 73 & 73L, 80 & 80L
GEOL 11 & 11L, 16 & 16L

Without Lab
ANTH 48
ASTR 32, 33
BIOL 10, 55, 78
ENVR 51
GEOG 10, 11
GEOL 12, 15, 46, 48
HNRS 29, 47
PHYE 76
PHYS 21, 36, 38
PSYC 10

Philosophical Perspective

One course is required to fulfill the Philosophical Perspective. Students will investigate moral and ethical issues, and develop the ability to arrive at reasoned viewpoints.

AMST 34H, 35H
ANTH 46
COMM 13 (=PWAD 60)
COMP 96
ECON 59
HNRS 32, 46
PHIL 20, 22, 24, 31, 32 (=RELI 32), 33, 34, 35, 37, 38
POLI 61, 62, 63, 64
RELI 21, 22, 30, 31, 32 (=PHIL 32), 35, 36, 37, 58, 68
SOCI 50

Social Sciences Perspective

Two courses from different departments are required to satisfy the Social Sciences Perspective. The courses study social institutions and social evolution. The methodology of the social sciences is an important element of this Perspective requirement.

ANTH 40 (=FOLK 40), 41, 43, 44, 45, 49
CLAS 26
COMM 40, 62, 75
ECON 10
FOLK 40 (=ANTH 40)
GEOG 20 (=PWAD 20), 21, 22, 23, 30
HNRS 30, 45
JOMC 11
LING 30
PHIL 36
PHYS 37
POLI 41, 42, 52, 66, 69, 70, 75, 86 (=PWAD 86)
SOCI 10, 12, 15, 20, 22, 23, 30, 31, 33
WMST 50

Western Historical/Non-Western/Comparative Perspective

Two courses are required. One must cover a period of Western history before 1700. The other may be another Western history course, spanning at least two centuries if the first course did not, or it may be a non-Western or comparative course. Students will choose at least one course from the first column below and may choose the other from any column below. The purpose of the requirement is to develop in students an appreciation of the cultural heritage of the Western world. By studying a non-Western culture, or comparing Western and non-Western cultures, students broaden their understanding of their own culture and of the world.

Pre-1700 Western History (All courses span 2 centuries)
AFAM 40
CLAR 20 (=ART 20), 49 (=ART 41), 50 (=ART 42)
CLAS 20, 21, 34, 44
HIST 5H, 11, 14, 15, 27, 52, 53, 56
HNRS 31, 43
RELI 24, 27, 56, 59

Other Western History
AFAM 41
AMST 20, 34H, 35H, 40
COMM 74
ECON 36
HIST 6H, 7H, 8H, 12, 16, 17, 21, 22, 28, 31, 59 (=WMST 59), 63 (=PWAD 63)
HNRS 31, 42
PWAD 63 (=HIST 63)
RELI 29, 71, 72
SPCH 63
WMST 59 (=HIST 59)

Non-Western/Comparative
AFRI 40, 66
ANTH 20, 26, 30, 36, 42, 47, 50, 55, 80 (=PWAD 80)
CHIN 50, 51
CLAR 47, 48
ECON 67
HIST 4H, 18, 18H, 24, 25, 30, 33, 34, 36 (=RELI 25), 37 (=RELI 26), 38, 39, 41, 42, 77, 78, 79
HNRS 31, 44
POLI 54, 55, 56, 57, 59, 60, 85
RELI 10, 20, 25 (=HIST 36), 26 (=HIST 37), 39, 40, 60, 62
SOCI 11

Cultural Diversity Requirement

One course is required for graduation. The Cultural Diversity requirement applies to all first-year students (regardless of major) entering UNC for the first time in fall 1994. As of fall 1996, the requirement will apply to all entering students at UNC-Chapel Hill, first-year students and transfers alike. This requirement gives students the opportunity to gain a better understanding of cultural diversity as it will affect their lives in our increasingly pluralistic society. A number of courses fulfilling the Cultural Diversity requirement fulfill perspective requirements as well. Thus, it is possible for a student to fulfill both the Cultural Diversity requirement and a perspective requirement with the same carefully-chosen course. Although the Cultural Diversity requirement can be fulfilled at any time before graduation, students are encouraged, when possible, to fulfill the requirement while enrolled in the General College. Under normal circumstances, however, students in the General College are expected to register for courses numbered below 100.

Courses approved for the Cultural Diversity requirement:

AFRI 40, 60, 61, 62, 63, 64, 65, 66, 120, 121, 122, 123, 170, 174
AFAM 9, 40, 41, 55, 58, 60, 62, 63, 65, 66, 70, 73, 94, 170, 174
ANTH 26, 40, 41, 42, 44, 49, 50, 100, 120, 121, 123, 132, 140, 141, 150, 155, 165, 168, 170, 177, 186
CLAS 42
COMM 24, 63, 122, 160
DRAM 86
ECON 163
ENGL 65, 73, 84, 85, 90, 90B, 94A, 94I, 189, 196
FOLK 146, 148
GEOG 168
GERM 94B
HIST 62, 65, 165, 166, 167
LSRA 112
MUSI 46, 104, 132, 133, 134
PHIL 46, 55
POLI 171
PSYC 171
RELI 24, 68, 142, 185
SLAV 169
SOCI 10, 11, 15, 20, 22, 24, 30, 111, 121, 129, 150, 158
SPAN 53, 54
WMST 50

Honors Seminars

Honors Seminars are offered in all the Perspectives; these are available to students in the Honors program and to others by permission. They may be used to complete the Perspectives requirements. Details are available through the Honors Office.

Qualified students are permitted to fulfill some General College requirements with courses chosen from the lists of upper-level requirements.

Physical Education Requirement

All students must pass a swimming test and complete two physical education activities courses. These are one hour each and are not counted toward the graduation requirement of 120 academic hours.

General Education: Juniors and Seniors

During their junior and senior years, students seeking the Bachelor of Arts degree must complete General Education requirements by passing upper-level perspective coursework in four of the five perspective areas. Students who choose two Western historical courses to fulfill their General College historical perspective requirements must take an upper-level non-Western/comparative course as one of their four upper-level perspectives. These courses may not be taken pass/fail. None of the courses may be in the student's major (or second major), unless it is a capstone course.Courses in the minor departments may not be used to satisfy Arts and Sciences perspective requirements.

The faculty approved these requirements for all B.A. degree candidates because they believe that juniors and seniors benefit from further study in the Perspectives and because the additional courses add coherence and depth to the General Education requirements. To this end, students are encouraged to pursue courses in sequence as they fulfill their requirements.

For example, a student might take Classics 33 (The Age of Pericles) as an introduction to the literature, art, and thought of classical Greek civilization, and continue with Classics 62, The Tragic Dimension in Classical Literature, a more specialized course. Or, a student might take introductory physics and calculus courses in the General College and then specialized courses in electronics in the junior or senior year.

Capstone Courses

Capstone courses particularly stress one or more of the following: the presuppositions of a discipline and how they determine the way it is studied; the intersection of interests between two or more disciplines; and the ethical implications of the ways in which knowledge is applied. Capstone courses are not required for graduation, but students are encouraged strongly to satisfy one or more of their four upper-level Perspective requirements with capstone courses. The courses on the following lists which are marked with asterisks have been designated as capstone courses.

Aesthetic Perspective

AFAM 59, 94A*
AFRI 62, 64
AMST 34H, 35H, 63
ANTH 134 (=FOLK 134 =ART 134), 196
ART 1, 2, 15, 16A, 17A, 17B, 17C, 30, 33, 35, 36, 37, 38, 43, 51 (=CLAR 51), 52, 56, 57, 58, 62, 70, 71, 74, 77 (=CLAR 77), 148 (=CLAS 148), 149A (=CLAS 149A), 149B (=CLAS 149B), 151 (=WMST 151), 190 (=CLAR 190), 191 (=CLAR 191)
CHIN 112, 113, 133, 134
CLAR 51 (=ART 51), 77 (=ART 77), 78 (=ART 78), 148 (=ART 148), 149A (=ART 149A), 149B (=ART 149B), 190 (=ART 190), 191 (ART 191)
CLAS 61, 62, 64
CMPL 90, 93, 96 (=WMST 96), 170, 171, 172, 173, 174
COMM 63, 151, 160, 163, 164, 165, 166
DRAM 81, 82, 83, 84, 86, 150, 155, 166, 167, 177
ENGL 34, 34P, 35, 35P, 42 (=RTVM 42), 43, 45, 46A, 46B, 47W, 51, 52, 54, 58, 59, 60, 63, 64, 65, 66, 72, 73, 78, 80, 81, 82, 83, 84, 85, 86 (=WMST 86), 87 (=WMST 87), 88, 89, 90, 91, 92, 93, 94D*, E*, I*, 95, 146 (=FOLK 146), 147 (=FOLK 147), 153 (=FOLK 153), 186 (=FOLK 186), 187 (=FOLK 187), 189 (=FOLK 189), 196A
FOLK, 148, 190, 192
FREN 21, 60, 61, 62, 77, 94A* (=WMST 94A*)
GERM 21, 40, 41, 68, 70, 71, 74, 80, 81, 82
GREK 21
HIST 156
HNRS 27, 28, 40, 41
ITAL 41, 42
LATN 21
MUSC 80, 81, 82, 83, 84, 85, 86, 87, 88, 121, 132 (=FOLK 103), 133 (=FOLK 108), 134

PLSH 111
POLI 94C*
PORT 35, 40
RELI 55, 81, 82
RUSS 50, 164, 165, 168, 171, 179, 186 (=WMST 186)
SLAV 169
SOCI 128
SPAN 21, 35, 40, 46, 71, 72, 73, 120 (=WMST 120)
WMST 86 (=ENGL 86), 87 (=ENGL 87), 94A* (=FREN 94A*), 96 (=CMPL 96), 120 (=SPAN 120), 146 (=COMM 160), 151 (=ART 151), 186 (=RUSS 186)

Social Sciences Perspective

ANTH 94A*, 117, 121, 125, 139, 140 (WMST 140), 141 (=WMST 141), 142 (=RELI 142 =FOLK 142), 165, 170, 184 (=LING 184), 186
CLAR 94A*
CLAS 42 (=WMST 42)
CMPL 92 (=WMST 92)
COMM 62, 121, 113, 155 (=JOMC 146=POLI 146)
ECON 91 (=WMST 91), 94A*, 160, 168
ENGL 94A*
ENVR 153 (=PUPA 153)
GEOG 22, 30, 149, 150, 152, 153, 157, 185
GERM 90 (=POLi 51=HIST 93)
HIST 171
HNRS 30, 45
INTS 80 (=SOCI 80=COMM 80)
JOMC 111, 115 (=WMST 115), 146 (=POLI 146=COMM 155)
LING 170, 175, 184 (=ANTH 184)
LSRA 40, 101 (=WMST 101), 111, 112
NURS 176 (=WMST 176), 184 (=WMST 184)
PHIL 36
PHYE 63 (=WMST 63)
PHYS 37
PLAN 46, 73, 94A*, 108, 171 (=SOCI 171 =PUPA 171)
POLI 94A*, 94B*, 94G*, 121, 128, 132, 133, 146 (=JOMC 146=COMM 155), 147 (=PWAD 147), 167, 170, 171, 176, 180
PSYC 24, 28, 33, 94A*, 94B*, 103
PUPA 94*
RELI 142 (=ANTH 142 =FOLK 142)
SOCI 111, 112, 114, 115, 124, 125, 129 (=WMST 129), 131, 140, 145
WMST 42 (=CLAS 42), 50, 63 (=PHYE 63), 91 (=ECON 91), 92 (=CMPL 92), 101 (=LSRA 101), 115 (=JOMC 115), 129 (=SOCI 129), 140 (=ANTH 140), 141 (=ANTH 141), 176 (=NURS 176), 184 (=NURS 184)

Western Historical/Non-Western/Comparative Perspective

Students who have taken two Western Historical courses in the General College must choose a Non-Western/Comparative course to satisfy the Historical Perspective at the B.A. level. Students who have taken one pre-1700 Western Historical course and one Non-Western/Comparative course in the General College must choose a course in Western History to satisfy the Historical Perspective at the B.A. level.

Western Historical:
AFAM 40, 41, 88, 150
AMST 20, 34H, 35H, 40, 62
ANTH 177
CLAS 43, 112 (=COMM 170 =CMPL 112), 115, 118
CMPL 94A* (=ROML 94A* =HIST 94D*)
COMM 170 (=CLAS 112=CMPL 112)
DRAM 170, 175
GEOG 154
HIST 14, 15, 16, 17, 27, 28, 31, 52, 53, 54, 56, 58 (=WMST 58), 59 (=WMST 59), 61, 62 (=WMST 62), 65A, 66, 67, 74, 75, 94A*, 94D*, (=ROML 94A* =CMPL 94A*), 95, 96, 101, 102A, (=PWAD 106), 102B, 104A, 104B, 112, 113, 119, 120A, 120B, 121, 126, 127A, 127B, 127C, 128, 129, 130, 131, 133, 135, 136, 145, 146 (=PWAD 146), 147, 149, 154, 157, 158, 161, 162, 168 (=WMST 168), 169 (=WMST 169), 172, 186A, 186B
HNRS 31, 42, 43
JOMC 160
MUSC 51
PWAD 106 (=HIST 102)
RELI 24, 29, 56, 57, 59, 61, 71, 72
ROML 94A* (=HIST 94D* =CMPL 94A*)
WMST 58 (=HIST 58), 59 (=HIST 59), 62 (=HIST 62), 168 (=HIST 168), 169 (=HIST 169)

Non-Western/Comparative:
AFAM 174 (=AFRI 174)
AFRI 40, 61 (=WMST 61), 63, 65, 66, 120 (=PWAD 121), 121, 122, 123 (=POLI 119), 174 (=AFAM 174)
ANTH 26, 42, 55, 80 (=PWAD 80), 100, 120, 127 (=FOLK 127), 129 (=FOLK 129), 130, 132, 133, 137, 138, 147, 148, 150, 168, 178, 182
CHIN 145
CLAR 47, 48, 186, 187, 188, 189
COMM 148, 149
DRAM 171
GEOG 159, 166, 167, 168
GERM 94B*
HIST 18, 24, 25, 30, 33, 34, 36 (=RELI 25), 37 (=RELI 26), 38, 39, 77, 78, 79, 80 (=WMST 80), 81, 82 (=LATM 79), 83, 84, 86, 87, 88, 94E*, 174, 175, 177, 181, 193, 194A, 194B, 196, 197
HNRS 31, 44
LTAM 79 (=HIST 82)
POLI 123, 124, 125, 126, 143
RELI 25 (=HIST 36), 26 (=HIST 37), 40, 64, 65, 66, 67, 123, 144 (=SLAV 144), 162, 163, 172, 175, 178
RUSS 94A*
SLAV 144 (=RELI 144)
SOCI 150, 152
SPAN 53, 54
WMST 61 (=AFRI 61), 80 (=HIST 80)

Natural and Mathematical Sciences Perspective

Students who completed two physical science courses in the General College must choose one life science course or one mathematical science course to satisfy the Natural and Mathematical Sciences Perspective at the B.A. level. Conversely, students who completed two life science courses in the General College must choose one physical science course or one mathematical science course to satisfy the Natural and Mathematical Sciences Perspective at the B.A. level.

Physical Sciences:
ASTR 31, 32, 33, 117
BIOC 7, 8, 100 (=BIOL 107)
CHEM 11, 15, 21, 25H, 130
GEOG 10, 11, 115, 147
GEOL 11, 12, 15, 41, 42, 43, 46, 48
HNRS 29, 47
PHYS 20, 21, 24, 25, 26, 27, 28, 36, 38, 84, 94A*

Life Sciences:
ANTH 48, 112 (=ANAT 112 =GNET 112)
BIOL 11, 41, 43, 45, 47, 51, 52, 53, 54, 55, 62, 63, 72, 73, 78, 80, 94B*, 114, 148, 155, 165
ENVR 51
GEOL 16
HNRS 29, 47
MASC 101 (=BIOL 126 =ENVR 127 =GEOL 101)
PSYC 10

Mathematical Sciences:
COMP 14, 15
MATH 16, 17, 18, 22, 30, 31, 32, 33, 81, 83, 85, 101, 115
OR 40
PHIL 21, 71
STAT 11, 14, 23, 101

Note: Students may not count Mathematics 16, 22, or 31 to satisfy this requirement if any one of these courses was used to satisfy the General College Basic Skills mathematical sciences requirement. Also, students cannot receive credit for both Comp 14 and 15. Statistics 11 may not be taken for credit if credit has already been obtained for Statistics 23, Economics 70, or Psychology 30.

Philosophical Perspective

AFAM 55 (=PHIL 55)
AMST 34H, 35H, 61
ANTH 123, 135 (=FOLK 135 =CMPL 135), 149, 174 (=RELI 174)
CLAS 94A*, 94B*, 111 (=SPCH 111 =CMPL 111)
CMPL 81, 142 (=PHIL 142), 145 (=PHIL 145)
COMM 111
COMP 96
ECON 159
ENGL 90B (=WMST 90B), 94B*, 94F*, 94G*, 196, 196B
FREN 94B*
GERM 94A* (=SLAV 94A*)
HIST 57
HNRS 32, 46
JOMC 144
LING 83, 139, 145
PHIL 31, 32 (=RELI 32), 33, 34, 35, 37, 38, 41, 42 (=POLI 68 =PWAD 68), 43, 46 (=WMST 46), 55 (=AFAM 55), 56, 57, 58, 59, 60, 64, 65, 70, 72, 74, 76, 78, 80, 103, 106, 107, 109, 113, 142 (=CMPL 142), 145, (=CMPL 145)
PLAN 67 (=PUPA 67), 110
POLI 94E*, 94F*, 138 (=PWAD 138), 161, 163, 164 (=WMST 164), 165, 166
PWAD 138 (=POLI 138)
RELI 30, 32 (=PHIL 32), 35, 36, 37, 54, 58, 68, 84, 94A*, 138, 174 (=ANTH 174)
WMST 46 (=PHIL 46), 90B (=ENGL 90B), 164 (=POLI 164)

Study Abroad

In an increasingly international world, personally experiencing another culture is a crucial part of an undergraduate education. UNC-Chapel Hill's College of Arts and Sciences and other undergraduate schools strongly encourage students to include a study abroad experience as part of their undergraduate program. Study abroad experiences normally come in the sophomore or junior years, but are also available to seniors.

The Office of International Programs offers a wide variety of opportunities for students to study at foreign institutions. Programs range from a summer to a full academic year. Study abroad courses can meet perspective requirements in both the General College and the College of Arts and Sciences, and major requirements in nearly all majors.

UNC-Chapel Hill offers study abroad programs in Argentina, Australia, Austria, Brazil, Czechoslovakia, Denmark, Ecuador, England, France, Germany, Hungary, Ireland, Israel, Italy, Jamaica, Japan, Mexico, Nepal, Netherlands, Nigeria, Norway, Poland, Russia, Scotland, Spain, and Tanzania. New programs are under development and individually planned programs are also possible.

Students already on financial aid receive additional support to cover increased costs of study abroad. Others may apply for aid specifically for their study abroad programs.

The Office of International Programs assists with choosing appropriate programs, making housing and transportation arrangements, and academic scheduling. It also maintains contact with students while they are abroad, assists in registration, and is available to parents to answer questions or provide any needed help. The Study Abroad Office is in Caldwell Hall.

Division of Academic Affairs

The General College

Stephen S. Birdsall, Ph.D., *Dean*
Donald Charles Jicha, Ph.D. *Associate Dean*
Carolyn C. Cannon, M.A., *Assistant Dean*
Fred M. Clark, Ph.D., *Assistant Dean*
Barbara Sentross, Ph.D., *Assistant Dean*
Harold Woodard, M.A., *Assistant Dean*

Lynne Andersson, M.B.A., Dorothy Bernholz, J.D., John G. Blanchard, M.S.W., George W. Cloud, M.A., James L. Coke, Ph.D, M. Christine Crenshaw, M.S., Brian T. Davis, M.A., Herb L. Davis, E.D.D., Alice Dawson, B.S., Kimberly H. Deloatch, B.S., LuJean DeSaix, Ph.D., L. Elaine Dieter, M.S., Jonathon Gordon, M.A., Anthony E. Hilger, Ph.D., Ronald W. Hyatt, Ph.D., Timothy Louge, M.A., Bobbie Lubker, Ph.D., Sara Mack, Ph.D., Raleigh C. Mann, B.A., Steven W. Matson, Ph.D., David McFarland, Ph.D., Jerry L. Mills, Ph.D., Edward D. Montgomery, Jr., Ph.D., Nell Murphy, M.S.N., Tracy Nanney, B.A., Boyd L. Newnam, Ph.D., Joy Renner, B.S., Lawrence G. Rowan, Ph.D., H. Douglas Sessoms, Ph.D., Robert L. Smith, M.S., Thomas N. Sorrell, Ph.D., JoAnne Thomas, B.S., Laura D. Thomas, M.S., Advisers

All freshmen and sophomores are enrolled in the General College. Freshmen are required to use these two years to fulfill all or most of the General Education requirements. Many students do not know upon entering the University which major they wish to pursue. These required courses, combined with several electives, provide a welcome chance to explore different areas of interest. Students who do plan to enter a specific major or professional program can combine their General Education requirements with other required courses in their chosen field.

Each student in the General College receives the personal assistance and encouragement of an adviser (usually a regular, full-time member of the University faculty) in selecting courses, maintaining required scholastic standards, and planning a complete educational program. Every effort is made to place students in classes appropriate to their level of precollege preparation and achievement.

Students will be transferred to an upper college during their fourth semester provided they have a grade-point average of 1.75 or higher and 36.0 academic hours passed on all work taken at the University and are accepted by the school of their choice. Students may be transferred at their request at the end of their first year (completion of two semesters in residence at the University) provided they have a grade-point average of 3.0 or higher and at least 45.0 academic hours passed (includes advanced placement and transfer credit) and their transfer is approved by the upper college or professional school of their choice.

Requirements for Degree Programs

Bachelor of Arts

Students who wish to major in one of the forty or so degree programs in the College of Arts and Sciences will find that in their General College years they have a great variety of courses from which to choose. The Bachelor of Arts major requires only the General Education requirements, and several free electives. The pattern of courses in the junior-senior years is similar: 6 - 8 courses in a major field, 4 General Education required courses, and enough free electives to complete a total of 120 hours.

Bachelor of Science and Other Specialized Degree Programs

Many students know, when they enter the University, that they wish to pursue a Bachelor of Science degree, or a more specialized program, within or outside of the College of Arts and Sciences. These students can combine their General Education courses with other required courses in their chosen field. The charts on the preceding pages show which courses required by specific programs can be taken in the General College. Students should be aware, however, that many of these programs are highly competitive, and the natural sciences and health sciences areas often require strong science and mathematical skills.

All of the programs listed in the preceding pages require:
English 11, 12
2 semesters of physical education activities
9 General Education Perspective courses in the General College (unless exemptions are specified)

Note, also, that 1) several Bachelor of Science programs in the Natural Sciences require both 2 - 4 math courses. Many require a foreign language through level 4; in some instances, a modern foreign language is required, and 2) Bachelor of Fine Arts in Studio Art, Bachelor of Music, and Bachelor of Music Education programs vary somewhat from the basic pattern of General College requirements. For further information on any program, consult the degree requirements section under "The College of Arts and Sciences," or the catalogs of separate schools within the University, where the four-year degree requirements will be found.

Special Programs for Undergraduates

Undergraduate Honors Program. The Honors Program offers exceptionally well-qualified freshmen, sophomores, and juniors an opportunity to take part of their general education curriculum in special honors seminars and honors sections. Honors seminars are special topics courses, limited in enrollment to fifteen students, and taught by outstanding members of the university faculty. Honors sections of regular departmental course offerings are also limited in enrollment and are taught by permanent members of the university faculty. Both honors seminars and sections emphasize critical reading, class discussion, and expository writing.

Some enrolling freshmen are invited to participate immediately in the Honors Program; other students are invited into the program during their freshman or sophomore years on the basis of outstanding academic performance. Honors courses are open to all academically qualified students on a space-available basis.

The Honors Program Student Advisory Board coordinates social and cocurricular activities for Honors Program students. The activities include faculty/student socials, non-credit seminars and discussion groups, the annual Honors Colloquium, and community service projects.

Senior departmental honors programs are offered in nearly fifty departments, curricula, and professional schools throughout the university. Generally, all students with at least a 3.2 overall grade-point average at the end of the junior year are eligible to participate. Although the programs vary somewhat from department to department, most involve the preparation of an honors thesis. It is on the basis of participation in senior honors that a student may be graduated from the university "with Honors" or "with Highest Honors."

The undergraduate honors program is administered by the Associate Dean for Honors of the College of Arts and Sciences.

Phi Eta Sigma. Phi Eta Sigma is a national scholastic honor society for freshmen. In order to qualify, a freshman must pass 15 academic graded hours (excluding physical education activity courses) with a grade point average of 3.5 and no grade lower than C in the first semester, or 30 academic graded hours with a grade point average of 3.5 and no grade lower than C in the first two semesters. Further information may be obtained from the Honors Office, 300 Steele Building.

Credit by Examination. Any student may earn credit for a course by successful completion of an "advanced standing" examination in that course administered by the department concerned, provided that advance approval to take the examination (at least 30 days before examination is taken) has been granted by the department or school.

Recommendation for credit by examination is submitted by the department or school to the student's academic dean for final approval. Credit so earned will not be contingent upon completion of further work in the subject.

Credit by College Board Advanced Placement Examination. A score of 3 or higher on any advanced placement examination of the College Board will entitle the student to credit for the comparable university course as determined by the Director of Undergraduate Admissions in consultation with the Chair of the appropriate department. Such credit will not be contingent upon the completion of further work in the subject.

Health Professions Advising Office. The Health Professions Office, located in 201D Steele Building, provides advice and assistance on course selection, sequencing opportunities for health-related experiences, test preparation, and admission requirements. This office also helps prepare students for postbaccalaureate programs in veterinary medicine and optometry. It also provides information on all health sciences programs offered at the University.

The Predental/Premedical Track. UNC-Chapel Hill has no formal predental or premedical programs; instead students should choose one of the traditional B.A. or B.S. programs. Most B.S. programs require the same mathematics and natural science courses necessary for admission to dental and medical schools. Many B.A. programs do not have such requirements so the student must take the mathematics and natural science courses required for admission to dental and medical schools as electives.

Some medical schools require a year of calculus. Therefore, students are encouraged to take Math 31 and 32 in order to keep all of their options open for majors and medical schools. These courses are good preparation for the science requirements and should be taken early. If the student selects a B.A. program, Chemistry 11 and 11L are recommended for the first semester.

In view of ongoing changes in preprofessional course requirements for dental and medical schools, students are strongly encouraged to visit the Health Professions Advising Office, 201D Steele Building. The latest requirements both for courses and the required admission tests can be obtained from this office. This office also provides health career assistance in preparing for baccalaureate and postbaccalaureate programs in the allied health programs, as well as in veterinary medicine, optometry, etc.

Preparation for the Study of Veterinary Medicine. The School of Veterinary Medicine opened in Raleigh at North Carolina State University in 1981. Prerequisite and admission information is in Health Professions Advising Office, 201D Steele.

Prelaw Track. Many students enter the University each fall with aspirations to attend law school. At UNC-Chapel Hill there is no formal curriculum for prelaw students. Instead students should follow one of the traditional four year B.A. or B.S. degree programs. Most law schools do not require, or even recommend, that students major in any particular field. However, most schools subscribe to the selection of a course of study that will provide a foundation for the undertaking of legal studies; reading, writing, speaking, and analytical and critical thinking skills.

The Association of American Law Schools recommends a prelaw program involving education for "comprehension and expression in words, a critical understanding of the human institutions and values with which the law deals, and creative power in thinking." Graduates of law schools who have a strong second area of competence often have excellent job placement possibilities. For example, patent attorneys are frequently selected for their background in the sciences.

Applicants to law school must present evidence of academic achievement of high quality and strong Law School Admission Test scores. Prelaw students should emphasize academics. Students should enroll in the UNC-Chapel Hill Reading Program at the earliest opportunity in order to increase reading speed and comprehension.

Students are encouraged to visit the Prelaw Office in Steele Building and the Student Development and Counseling Center in Nash Hall.

DEGREE REQUIREMENTS BY PROGRAM

DEGREE PROGRAM	MATHEMATICS	FOREIGN LANGUAGE(S)	NATURAL SCIENCES (1 LAB SCIENCE REQUIRED)
B.A. (Education-Elementary) (K-6)	General College Requirements		1 biological & 1 physical science Psych 10 & 1 other science
B.A. (Education-Secondary and Special Subjects	"		for all other requirements consult General College adviser in Education
B.A. (Education-Middle School)	"		"
B.A. in Journalism and Mass Communication	"		*
B.A. (Leisure Studies & Recreation Administration)	"		Psyc 10 recommended
B.F.A. in Studio Art	"		
B.M. (Applied Music)	for all requirements consult General College adviser in Music		
B.M. Ed. (Music Education)	General College Requirements		some perspective courses may have to be postponed
*B.S. (Applied Sciences) Computer Science Option	Math 32, 33, 83	minimal requirement	Chem 11, 11L, 21, 21L
Biomedical Materials Science	Math 31, 32, 33, 83	"	Chem 11, 11L, 21, 21L
Materials Science Option (Chemistry-Based)	Math 31, 32, 33, 83	"	Chem 11, 11L, 21, 21L
Materials Science Option (Physics-Based)	Math 31, 32, 33, 83	"	Chem 11, 11L, 21, 21L
Polymer Science Option	Math 31, 32, 33, 83	"	Chem 11, 11L, 21, 21L
B.S. (Biology)	Math 31 and 1 from Math 32, Comp 14, Stat 11	any language through level 4	Chem 11, 11L, 21, 21L
B.S. (Business Admin.)	Math 22 or 31, Stat 23	minimal requirement	
B.S. (Chemistry) 6 perspective courses only	Math 31, 32, 33, 83	any language through level 4 if the language was studied in high school OR through level 3 if not studied in high school	Chem 11, 11L, 21, 21L
B.S. (Dental Hygiene)	2 courses; Stat 11 preferred	minimal requirement	Chem 11, 11L, 21, 21L, OR Biochemistry 7, 7L, 8, 8L
B.S. (Geology)	Math 31–32	any language through level 3	Chem 11, 11L, 21, 21L
B.A. (Industrial Relations)	Math 22 or 31 & 1 other math	minimal General College requirements	Psyc 10 & Lab Science
B.S. (Mathematics)	Math 31, 32, 33, 81, 83	any language through level 4	Phys 26, 27, OR 24, 24L, 25, 25L
B.S. (Mathematical Sciences)	Math 31, 32, 33, 81, 83	any language through level 4	Options: Applied Math-Phys 26, 27 Comp—same Stat–see above requirements B.S. (Math) Actuarial Science–above requirement for B.S. (Math) recomm.
B.S. (Clinical Laboratory Science/ Medical Technology)	Math 30, Stat 11 or Math 31	General College Requirements	Chem 11, 11L, 21, 21L
B.S. (Nursing)	Stat 11	minimal General College requirements	Chem 11, 11L, 21L, or Biochemistry 7, 7L, 8, 8L
B.S. (Pharmacy) 6 Perspective Courses Only	Math 30–31 and Stat 11	General College requirements**	Chem 61, 41, 41L Chem 62, 62L

*Students must fulfill regular perspective requirement; no particular course specified.

**Other history may be replaced by a required 2nd, 3rd, or 4th level foreign language course. Either fine arts or literature courses may be replaced by a 2nd, 3rd, or 4th level foreign language course.

SOCIAL SCIENCES (2)	WESTERN HIST./ NON-WESTERN/ COMPARATIVE (2)	AESTHETIC (2)	PHILOSOPHICAL (1)	OTHER REQUIRED COURSES
for all other requirements, consult General College adviser in Education				
,,				
,,				
•	•	•	•	Jomc 53 after DWE or Engl 30 with at least grade of C
Soci 10 recommended	•	•	•	Lsra 10 required; Lsra 40 recommended
•	•	•	•	Art 1, 2, 3; 13 or 18; either 15, 16A, 16B, 17A, 17B, or 17C; and 1 art history course
delayed until junior-senior years				Musi 31–34, 54–57; 4 semesters of applied music including ensemble
delayed until junior-senior years				
•	•	•	•	Computer Science: Comp 14 Phys 26, 27, 28, 28L, 61
•	•	•	•	Biomedical Materials Science Chem 41, 41L, 51, 61, 62, 62L Phys 26, 27
•	•	•	•	Materials Science: (Chemistry-Based) Chem 41, 41L, 51, 61, 62, 62L Phys 26, 27
•	•	•	•	(Physics-Based) Chem 51 Phys 26, 27, 28, 28L, 61
•	•	•	•	Polymer Science: Chem 41, 41L, 51, 61, 62, 62L Phys, 26, 27
•	•	•	•	Chem. 21, 21L, 61, 41, 41L, 62, 42, 42L
Econ 10, Poli 41	•	•	•	B.A. 24; 71; 96; Econ 100 or 101
1 required course	1 required course	1 required course	•	Phys 26, 27; Chem 41, 41L, 42, 51, 61, 62, 62L
Soci 10 & 1 other	•	•	•	Psyc 10, Spch 33 or 52, Recommended Biol 45, 63L, Bacti 55
•	•	•	•	Geol 11, 11L, 12, 15, or 41; Geol 16, 42, 46, 132, or 135
Econ 10, Soci 10	Hist 22	•	•	Either Soci 12 or Psyc 33; 1 from Econ 70, BS 24, Psyc 30, Soci 52
•	•	•	•	Comp 14
Comp & Actuar. option: Econ 10 ORSA option: Econ 10 or complete Phys 26, 27 (or 24, 24L, 25 25 L or 24C, 24L, 25C, 25L) as Nat. Sci.	•	•	•	Comp 14 for all options & Comp opt.: Comp Sci 114 Apply. Math: Phys 28 (may be done in junior-senior year also)
•	•	•	•	Chem 41, 41L, 61, Biol 11, 11L, 45, 63L
2 courses (2 different departments): one course in Sociology or Anthropology preferred	•	•	•	Biol 11, 11L, 45, 63L, Mcro 55, or 51, Phys 92, Psyc 10
Econ 10 recommended (1 required course only)	1 course required**	1 course required**	•	Biol 11, 11L, 45, 63L Chem 41, 41L, 61, 62, 62L, Phys 20 (or Phys 24, 24L)

DEGREE REQUIREMENTS BY PROGRAM

DEGREE PROGRAM	MATHEMATICS	FOREIGN LANGUAGE(S)	NATURAL SCIENCES (1 LAB SCIENCE REQUIRED)
B.S. (Physics)	Math 31, 32, 33, 83	minimal General College requirements	Chem 11, 11L, 21, 21L
B.S. (Psychology)	Math 31, 32,	modern language through level 4	Psyc 10; Biol 11, 11L
B.S. (Public Health) a) Biostatistics	Math 31, 32, 33	minimal General College requirements	Biol 11, 11L & 1 other science
B.S. (Public Health) b) Environmental Science and Policy	Math 31, 32	minimum General College requirements	Chem 11, 11L, Biol 11, 11L
B.S. (Public Health) c) Health Behavior and Health Education	Stat 11 plus one additional Mathematical Science course	minimum General College requirements	Biol 11, 11L, Psyc 10
B.S. (Public Health) d) Health Policy and Administration	Two of the following: Math 22 or 30 or 31 or Stat 23	minimum General College requirements	Biol 11, 11L, & 1 other science
B.S. (Public Health) e) Nutrition	Math 30 and 31	minimum General College requirements	Chem 11, 11L, Biol 11, 11L
B.S. (Radiologic Sciences)	One from Math 30, 31, 32, Comp 14, Stat 11	minimal General College requirements	Chem 11, 11L, 21, 21L or Biochemistry 7, 7L, 8, 8L
B.S. In Science Teaching	Math 31, Comp 14	minimum General College requirements	Biol 11, 11L, Chem 11, 11L

The College of Arts and Sciences

Stephen S. Birdsall, Ph.D., *Dean*
Bobbi Owen, M.F.A., *Associate Dean*
Marilyn Scott, Ph.D., *Assistant Dean*
Joseph C. Lowman, Ph.D., *Assistant Dean*
Peter Coclanis, Ph.D., *Associate Dean for General Education*
P. Geoffrey Feiss, Ph.D., *Associate Dean for Plans and Programs*
Russel Van Wyk, Ph.D., *Special Assistant to Dean*
Robert C. Allen, Ph.D., *Associate Dean for Honors*
Stuart Elaine Macdonald, Ph.D., *Assistant Dean for Honors*
Rosalind Fuse-Hall, J.D., *Associate Dean for Student Counseling*
Carolyn Cannon, *Associate Dean for Academic Services*
Dennis W. Cross, Th.M., *Associate Dean for Program Development*
Mary F. Flanagan, B.A., *Assistant Dean for Program Development*
Sibby Anderson-Thompkins, M.A., Harold L. Andrews, Ph.D., Kenneth H. Bynum, Ph.D., Ngina Chiteji, B.A., David E. Crescenzo, J.D., Cynthia S. Dessen, Ph.D., James B. Gadson, M.F.A., Glenn Hayslett, M.A., James R. Kessler, M.A., Richard A. King, Ph.D., Robert G. Kirkpatrick, Ph.D., Patrick P. O'Neill, Ph.D., Rosa Perelmuter, Ph.D., Christine A. Powell, Ph.D., Jay Smith, Ph.D., James A. Wilde, Ph.D., *Advisers.*

The College of Arts and Sciences offers work on the junior and senior levels for completing programs of study leading to the Bachelor of Arts degree and to the more specialized degrees of Bachelor of Science, Bachelor of Music, and Bachelor of Fine Arts. Besides degrees offered to majors of individual departments, special interdisciplinary curricula lead to degrees in Administration of Criminal Justice, African Studies, Afro-American Studies, American Studies, Applied Sciences, Asian Studies, Industrial Relations, Interdisciplinary Studies, International Studies, Latin American Studies, Mathematical Sciences, Peace, War, and Defense, Public Policy Analysis, Russian and East European Studies, and Women's Studies.

Admission and Choice of Major

Students enter the College by transfer from the General College or by admission to advanced standing in the University. In either case, the General College requirements must be met, and students who enter the College with freshman-sophomore deficiencies must include the fulfillment of these requirements in their junior-senior programs.

Students will have the assistance of one of the advisers in the Dean's office when selecting a major field or special program. If one of the disciplinary degree programs is selected,

SOCIAL SCIENCES (2)	WESTERN HIST./ NON-WESTERN/ COMPARATIVE (2)	AESTHETIC (2)	PHILOSOPHICAL (1)	OTHER REQUIRED COURSES
Perspective courses may have to be delayed until junior-senior years				Phys 26, 27, 28, 28L, 61, 103
*	*	*	*	Comp 14; Natural Science course with lab; two of Psyc 24, 28, 33, or 80
*	*	*	*	*Biostatistics:* Comp Sci 14
Econ 10 recommended	*	*	*	*Environmental Protect:* Chem 21, 21L; Phys 24, 24L, 25, 25L; Comp 14; Biol 54; Geol 41 or 48
Anth 41, Soci 10 or 20	*	*	*	*Health Education: Psyc 33;* Spch 33 or 53; Nutr 50 (May be done in Jr.-Sr. years.)
Econ 10	*	*	*	*Health Policy and Administration:* BA 71 and Engl 32 or 33 (may be done in junior-senior years)
*	*	*	*	*Nutrition:* Chem 21, 21L, 61; Biol 45 and 63L Nutr 50, Phys 24, 24L, and 25, 25L or Phys 20 (can be taken in junior-senior years)
*	*	*	*	Biol 11, 11L, 45, 63L, Psyc 10; Phys 24, 24L and 25, 25L
*	*	*	*	Consult General College Education adviser

*Student must fulfill perspective requirement; no particular course specified.

advisers in the major department will assist in the selection of courses. Final responsibility for the acceptability of course selection and for full compliance with all published regulations and requirements of the College rests with the student.

To avoid problems with registration and to insure graduation by the expected date, students are strongly encouraged to declare a major officially during their sophomore year or early in their junior year. Students who have not declared a major prior to their seventh semester may have their preregistration cancelled and not be permitted to register until they have seen an adviser and chosen an academic major. Students who have not declared a major by the beginning of their sixth semester will be notified of the impending penalty associated with their registration for the next semester.

Students' majors are generally classified into one of the four divisions of the College. A few programs, most commonly interdisciplinary majors, reside in two divisions.

The Division of Fine Arts

Jaroslav Folda, *Chair*
Michael Zenge, *Vice-Chair*

Departments: Art, Dramatic Art, and Music.

The Division of the Humanities

Beverly Long, *Chair*
Maria Salgado, *Vice-Chair*

Departments: Classics, Communication Studies. English, Germanic Languages, History, Linguistics, Philosophy, Religious Studies, Romance Languages, Slavic Languages.

Curricula: African Studies, Afro-American Studies, American Studies, Comparative Literature, Asian Studies, Folklore, Latin American Studies, Russian and East European Studies, Women's Studies.

The Division of Basic and Applied Sciences

Lawrence Gilbert, *Chair*
Frederick Brooks, *Vice-Chair*

Departments: Biology, Chemistry, Geography, Geology, Computer Science, Mathematics, Operations Research, Physics and Astronomy, Psychology, Statistics.

Curricula: Applied Sciences, Ecology, Marine Sciences, Mathematical Sciences.

The Division of the Social Sciences

Melissa Bullard, *Chair*
Rachel Rosenfeld, *Vice-Chair*

Departments: Aerospace Studies, Anthropology, City and Regional Planning, Economics, Geography, History, Naval Science, Philosophy, Physical Education, Exercise, and Sport Science, Political Science, Psychology, Sociology.

Curricula: Administration of Criminal Justice, African Studies, Afro-American Studies, American Studies, Asian Studies, Industrial Relations, International Studies, Latin

American Studies, Leisure Studies and Recreation Administration, Peace, War, and Defense, Public Policy Analysis, Russian and East European Studies, Women's Studies.

Requirements for Degrees

Candidates for all degrees must establish eligibility as defined under "Academic Procedures." Requirements for the following six degrees can be found in this section.

Bachelor of Arts
Bachelor of Arts with a Major in Interdisciplinary Studies
Bachelor of Science
Bachelor of Fine Arts
Bachelor of Music
Bachelor of Science in Dentistry or in Medicine

Please refer to the Academic Departments section for information about degree requirements for specific majors.

Bachelor of Arts

Students must complete successfully at least 120 semester hours of course work (not including physical education activities courses) and attain a final cumulative grade point average (GPA) of not less than 2.0. (Most courses, if repeated, will not count toward credit hours required for graduation. Any exception to this policy, such as Applied Music, Special Studies, etc., must receive the express approval of the Dean's Office in the College of Arts and Sciences.) A minimum of 45 hours of academic credit must be taken at UNC-Chapel Hill. Every UNC-Chapel Hill student must fulfill at least 24 of the last 30 hours with UNC-Chapel Hill courses. These may include courses taken by correspondence or offered in Study Abroad programs sponsored by the University's official international programs.

Students admitted to the University beginning with or after fall semester 1982 must complete the freshman-sophomore pattern of courses required by the General College, in addition to a junior-senior distribution of at least 18 semester hours in the major field and at least one additional course in four of the five Perspectives. A Non- Western/Comparative course must be taken for one of the perspectives if such a course was not used to satisfy the Historical perspective requirement in General College.

Courses crosslisted with one's major or minor are to be treated as courses in the major or minor department, regardless of what the student's registration shows. This means the courses may not be used to satisfy B.A.-level perspectives requirements and may not be taken "pass-fail."

No more than 40 semester hours of courses in any subject may be used toward fulfillment of the B.A. graduation requirement. Twelve semester hours of courses from professional schools (Business Administration, Education, Journalism and Mass Communication, Law, Library Science, Social Work, Dentistry, Medicine, Nursing, Pharmacy, or Public Health) may be offered for degree credit in B.A. and B.S. programs.

The following professional school courses are approved as College Electives and are therefore exempted from the 12-hour maximum professional school quota for B.A. and B.S. degree credit:

Business Administration 71, 74, 96G or 96M
Education 31, 41, 71
Environmental Sciences 51
Health Education 85
Journalism and Mass Communication 11, 53
MAHP 40
Nutrition 40
Public Health 120

Students admitted to the University prior to fall semester 1982 must complete the freshman-sophomore pattern of courses required by the General College, as well as a junior-senior distribution of at least 18 semester hours in the major department, at least 15 semester hours in allied departments, and at least 15 semester hours in nondivisional departments.1 Courses in departments listed in more than one division (History, Philosophy, Psychology) may not be counted as both allied and nondivisional in the same program. Courses crosslisted with the major may not count as electives. Only four allied or nondivisional electives may be taken in a single subject. In no case may more than forty hours of courses in any subject be used toward fulfillment of the B.A. graduation requirement.

Students must have completed a satisfactory major as prescribed by departmental or curriculum requirements. A minimum of 18 hours of C or higher (not a C average) in the major is required. Students transferring credits in their major field must earn a grade of C or higher in at least three-fourths of the courses taken at UNC-Chapel Hill. Students transferring from another institution must take at least half of their course requirements in the major at UNC-Chapel Hill.

Double Majoring

A student may earn the B.A. degree with a double major by meeting all major requirements and elective distribution requirements in the two disciplines selected; in some cases, it would be possible to do this in as few as 120 semester hours.

Courses that can be used for both a major in an interdisciplinary curriculum and a major in a single department may be double counted for double majors, with the following general limitation: more than half of the courses taken in each major must be exclusive to that major and not double counted.

Bachelor of Arts with a Major in Interdisciplinary Studies

Students interested in an interdisciplinary degree program not covered by any degree-granting curriculum should apply to the Director of Interdisciplinary Studies (314 Steele) in the second semester of the sophomore year or the first semester of the junior year. Students should have a grade-point average of at least 2.4 and at least 45 hours left before graduation.

General College: Students should meet all General College requirements before entering the Interdisciplinary program. While in the General College, they may wish to choose electives that are relevant to their later field of study.

Third and Fourth Years: Specific core course requirements must be distributed as follows: eight courses from three departments, with a maximum of four from any one department. Core courses should be appropriate for juniors and seniors majoring in those departments and are not to be freshman-sophomore-level courses. They should form a coherent area of study to which the student is able to give a title (e.g., Environmental Studies, Medieval Studies, Public Relations, Culture Studies, Urban Studies) and which the student is unable to get by majoring in one of the departments or already established curricula of the College of Arts and Sciences. Because the Interdisciplinary Studies major is for those who cannot satisfy the requirements of any recognized major offered by the University, those choosing this major may not declare a second major or minor.

For information about Renaissance Studies for the Interdisciplinary Studies major, please consult with either Professor Masters at 230 Dey Hall or Professor Headley at 500 Hamilton Hall. Professor Crawford-Brown at 112 Rosenau Hall should be consulted by those interested in constructing an Interdisciplinary Studies major focusing on Environmental Studies.

With permission of the relevant professional school, one may use up to 12 hours of professional courses (e.g., in Business Administration, Journalism and Mass Communication, Public Health) in the core. This can be advantageous to students who want some concentration in these areas but who also want a degree in Arts and Sciences. But Interdisciplinary Studies majors are still restricted by the College rule that there be no more than 12 hours of professional courses in the 120 hours required for the B.A. degree.

Honors: Qualified students may pursue departmental or interdisciplinary honors through this program.

Bachelor of Science

Four-year programs leading to the degree of Bachelor of Science provide for specialization in a particular field, necessary instruction in related fields, including foreign language, and somewhat reduced requirements in nonscientific fields.

This degree is awarded in Applied Sciences, Biology, Chemistry, Geology, Mathematical Sciences, Mathematics, Physics, and Psychology. It is also awarded in Administration of Criminal Justice. Specific junior-senior requirements for each scientific field degree are stated in the headnote to the course descriptions of the respective department or curriculum.

Bachelor of Fine Arts

A four-year program leading to the degree of Bachelor of Fine Arts is offered by the Department of Art. It provides, for qualified students, preprofessional training in creative aspects of the field of Art. Approximately one half of the program will be in the field of the major and the other half will be in the liberal arts and sciences. Junior-senior requirements for the degree are stated in the headnote to the course descriptions of the Art Department.

Bachelor of Music

The four-year program leading to the degree of Bachelor of Music emphasizes training and achievement in the performance or composition of music. Junior-senior requirements for the degree are stated in the headnote of the course descriptions of the Department of Music. Approximately one half of the program will be in the field of the major and the other half will be in the liberal arts and the sciences.

Bachelor of Science in Dentistry or in Medicine

These two programs comprise a mechanism by which an undergraduate student at The University of North Carolina at Chapel Hill with superior academic credentials and a definite commitment to study dentistry or medicine can receive a bachelor's degree if admitted to the UNC-Chapel Hill School of Dentistry or the UNC-Chapel Hill School of Medicine after three years of undergraduate study. Eligibility for this degree is dependent upon admission to the UNC-Chapel Hill School of Dentistry or the UNC-Chapel Hill School of Medicine; completion of at least the third year of preprofessional work at The University of North Carolina at Chapel Hill; and evidence of satisfactory completion of the first year of the School of Dentistry or the School of Medicine.

These degree programs should not be declared by students who have not yet been admitted to the School of Dentistry or the School of Medicine. These programs should not be considered indicative of minimum requirements for admission or representative of an especially desirable predental or premedical curriculum. Satisfactory completion of the stated quantity of academic work does not assure admission to the professional school. Students interested in pursuing either program should consult the designated adviser in the College of Arts and Sciences and the Admissions Office in the respective schools.

For the B.S. in Medicine: All General College and Arts and Sciences basic skills and perspectives must be met. Specific natural science courses to be taken include:

CHEM 11, 11L, 21, 21L, 41, 41L, 61, 62, 62L
PHYS 24, 24L, 25, 25L
BIOL 11, 11L, 45 and 63L or 63 and 63L or 62 and 62L.

For the B.S. in Dentistry: All General College and Arts and Sciences basic skills and perspectives must be met. Specific natural science courses to be taken include:

CHEM 11, 11L, 21, 21L, 61, 62
PHYS 24, 25
BIOL 11, 11L, 45 and 63L or 63 and 63L or 62 and 62L.

Additional electives must be taken in both programs to total at least 96 academic hours in the three years of preprofessional-school (undergraduate) study.

Academic Minors

As of fall 1990, the college has been authorized to give official recognition to academic minors in Arts and Sciences departments and curricula awarding such recognition. In addition, Arts and Sciences students may minor in Business Administration with the permission of the school and in Technical Writing (through the School of Journalism and Mass Communication).

The following Arts and Sciences minors are available. Specific junior-senior requirements for each minor are stated in the headnotes to the course descriptions of the respective department, curriculum, or school.

African Studies (African & Afro-American Studies)
Afro-American Studies (African & Afro-American Studies)
American Studies
Art History
Astronomy (Physics)
Biology
Chemistry
Chinese (Asian Studies)
Comparative Literature
Creative Writing
Dramatic Art (dramaturgy; theatrical design)
Folklore
French (Romance Languages)
Geography
Geology
Germanic Languages
Greek (Classics)
History
Italian (Romance Languages)
Japanese (Asian Studies)
Latin (Classics)
Linguistics
Marine Sciences
Mathematics
Mathematical Sciences
Music (History and Music Theory; Music Performance)
Philosophy
Physical Education, Exercise, and Sport Science
Physics
Portuguese (Romance Languages)
Public Policy Analysis
Recreation Administration
Religious Studies
Russian and East European Literature in Translation (Slavic Languages)
Russian Language (Slavic Languages)
Spanish (Romance Languages)
Technical Writing
Women's Studies

The requirements and limitations that apply to all undergraduate academic minors are as follows:

A. A student may have only one minor regardless of the student's major degree program.
B. Departments may exclude certain minors from being elected and completed by students majoring in these departments.
C. Students pursuing a double (Bachelor of Arts) major program may not pursue the completion of a minor.
D. As a general rule, the same course may not be counted for the fulfillment of a part of the core requirement in both the major and the minor. However, courses that can be used for both a major in an interdisciplinary curriculum and a minor in a single department may be double counted with the following limitations: More than half of the courses used in the minor must be exclusive to that particular field and not part of the major.
E. At least nine hours of the (four- or five-course) minor core must be completed at The University of North Carolina at Chapel Hill and NOT at other academic institutions. Certain minor departments may require that more than nine hours must be completed at the University.
F. Courses in the minor department may not be used to satisfy Arts and Sciences perspective requirements.
G. If more than a single course in the minor core is used to satisfy a General College perspective requirement, (an) advanced course(s) in the minor field recommended by the minor department/curriculum/school must be completed to satisfy the minor core requirement.
H. A minimum of twelve hours of C grades or higher is required in the minor core unless otherwise (more than 12 hours) specified by the minor department.
I. All courses in the minor department must be taken for a grade, though one exception to this rule will be allowed, as with courses in the major (i.e., one course taken before the declaration of the minor can count toward that minor).

J. If students plan to pursue the completion of a minor, they are encouraged to declare their minor early in the junior year.
K. Currently, students may use a maximum of 12 professional school hours as electives to fulfill their Arts and Sciences semester hour graduation requirement (120 hours + 2 Physical Education Activity hours). Arts and Sciences students electing professional school minors are exempt from this rule to the extent that the minor requires additional professional school courses.

Degrees with Honors

Programs providing an opportunity for honors study for qualified students are offered in all four divisions of the college. The honors programs are supervised by the individual departments and curricula, in conjunction with the Assistant Dean for Honors. Though they are not completely uniform in the various disciplines, all have these general procedures and requirements:

A. Application for honors work: students should apply to the honors adviser in their major departments or curricula. Ordinarily, application is made at the end of the junior year, although it is done earlier in some departments. Detailed information concerning application should be obtained from the honors adviser in the major.
B. Requirements for eligibility: in general a minimum overall GPA of 3.2 is required for admission to honors work, though a higher average is required in some departments.
C. Nature and purpose of honors study: these programs are provided for students who have demonstrated a very high level of scholastic ability and achievement and who desire to pursue an intensive, individualized program of study in their major discipline. Honors studies ordinarily will consist of one or more of the following projects: the preparation of an honors thesis or essay, an honors research project, an independent research or reading program, the completion of advanced course work in the major not normally required of students in that major. A special written or oral examination on the student's program is required during the second semester of the senior year. The department may impose other requirements that it deems appropriate. In every instance, study for honors will require academic excellence. When the student has fulfilled all requirements, the department will recommend to the Associate Dean for Honors that the degree be awarded "with honors," or "with highest honors." The degree with highest honors is conferred in recognition of extraordinary achievement in the work of the honors program and predominantly excellent course grades in the major.
D. Procedures for granting degrees with honors: the grade for course work in connection with an honors project is determined by the faculty sponsor and is (like all grades) subject to appeal. Successful completion of honors course work does not automatically confer departmental honors. Before awarding a degree with honors, the College of Arts and Sciences requires the recommendation of a departmental honors committee on the basis of departmental criteria for honors (normally an excellent paper and/or exam and a high GPA in the major field), and the endorsement of that committee's recommendation by the chairman of the department. A negative recommendation by the department is final and cannot be appealed. The final decision to award a degree with honors is made by the Associate Dean for Honors on the basis of the department's positive recommendation and the student's cumulative GPA.

Degrees With Distinction

To graduate "with Distinction" or "with Highest Distinction" one must have completed at least 45 academic hours at UNC-Chapel Hill and have an overall grade point average of at least 3.5 and 3.8, respectively.

Phi Beta Kappa

This national collegiate honor society is open to undergraduate students in the College of Arts and Sciences and the Schools of Education, Journalism and Mass Communication, and Business Administration. The following students are eligible for membership:

A. Students who have completed at least 75 semester hours of graded course work at UNC-Chapel Hill with a quality point average of at least 3.750.
B. Students who have completed at least 105 semester hours, which include at least 45 semester hours of graded course work taken at UNC-Chapel Hill, with a quality point average of at least 3.600.

NOTE: Effective June 1,1995 the requirement will be: Students who have completed at least 105 semester academic course hours (which include at least 45 smester hours of graded work at UNC-Chapel Hill with a quality point average of at least 3.650.

No grades made at an institution from which a student has transferred shall be included in determining a student's eligibility. The quality point average shall include all academic course work taken and counted toward the candidate's degree. Physical activity courses and grades are not included and grades received on courses taken after the candidate has received his or her degree shall not be counted.

Policy on Credit for Internships - The College of Arts and Sciences

No internship automatically earns academic credit. Students may seek credit for internships in two ways:

A. through consultation with the Director of Undergraduate Studies in their major department; (for course credit in the department);
B. through consultation with the Director of Special Studies, 3rd floor Steele Building. (For credit for SPCL 91P-4.)

Students are eligible to receive credit for an internship through SPCL 91P-4 if they meet the following criteria:

A. they have a GPA of 2.5;
B. their internship has been approved by the Coordinator for Experiential Learning Programs (211 Hanes Hall) and they have worked with this office to complete a learning contract in the semester before they do the internship. The deadline for completing paperwork for an internship is two weeks before the last class day of the semester preceding the internship.

Students who have completed the preliminary paperwork may sign up for 3 or 6 hours of SPCL91P-4 for a PS/F grade only, in the semester following the internship.

Special Studies for Credit

The University offers a variety of internship experiential learning and special study opportunities for undergraduates. Variable amounts of credit up to six hours per semester and twelve hours total for graduation may be taken for graded credit. For Special Studies 90 and 91, no more than a maximum of seven hours may be taken for PS/D+/D/F grade.

Students may participate in either formalized programs such as UNITAS or the N.C. Fellows leadership program (Division of Student Affairs), or may make individualized contracts for work under the supervision of a member of the permanent faculty.

Interested students should see the Assistant Dean in charge of registration for these programs in the Arts and Sciences Advising Office at 314 Steele Building. Certain restrictions apply. For example, participation in the Student Government Tutoring program is limited to six hours of credit for two semesters.

Academic Departments and Schools

Academic Departments

All undergraduate courses usually offered in the regular sessions of the University are listed in the following section except courses in the schools of Business Administration, Education, Journalism and Mass Communication, the School of Public Health's undergraduate degree programs, and the School of Medicine's Department of Medical Allied Health Professions. Please refer to sections elsewhere in this catalog for information about those courses.

The following section does not include courses offered by the professional schools of Law, Medicine, Dentistry, Nursing, Pharmacy, and Social Work. For courses in those schools, see special bulletins from those schools.

Although the Summer School offers many of the courses described here, the Summer School publishes a separate bulletin of course offerings.

The requirements for majors and minors are shown in connection with the materials concerning the various departments.

The work of the University is arranged and offered on the semester system, the regular session being divided into two approximately equal parts called the fall and spring semesters. The Summer School is divided into two sessions.

Work is valued and credited toward degrees by semester hours, one such hour usually being awarded for each class meeting a week for a semester. One hour of credit is usually awarded for each three hours of laboratory or field work or work in studio art. In the following lists of courses, the numbers in parentheses after the descriptive titles show the credits allowed in semester hours.

Curriculum in Administration of Criminal Justice

Richard J. Richardson, *Chair*

This curriculum was closed to new majors in 1991.

The Curriculum in Administration of Criminal Justice is designed expressly for liberal arts students to afford them a philosophical and theoretical examination of leading concepts of law and justice - the nature of crime and the institutions through which we endeavor to deal with it, the working of legal institutions, the role of law and its administration in civil society, and the problems of change in the legal system.

The curriculum is multidisciplinary, drawing from the resources of the humanities and the social sciences. Few of the required and suggested courses provide extensive legal training, as such, although the student is provided a broad background for the study of law or entry into such professional fields as law enforcement and corrections. The primary goal is to contribute to the general education of undergraduates.

Bachelor of Science in Administration of Criminal Justice

1. General College. All General College requirements must be met. The following required courses should be taken during the freshman or sophomore years:

POLI 41 - Introduction to Government in the United States
POLI 45 - The Nature and Function of Law
SOCI 23 - Crime and Delinquency
An introductory course in statistics
(STAT 11, STAT 23, PSYC 30, ECON 70, or SOCI 52)

Other General College courses which are recommended (not required) include:

ECON 10, ENGL 30 or 32, PHIL 22, PSYC 10, and PSYC 28.

2. Junior-Senior General Education. All general education requirements for the BA must be completed.
3. Major. Seven courses must include at least one course and no more than three courses from each of three groups.

Group A - Systems of Laws:
BUSI 140 - Legal Environment of Business
BUSI 144 - Business Law
CLAS 115 - Roman Law
HIST 157 - American Constitutional History to 1876
HIST 158 - American Constitutional History since 1876
JOMC 164 - Mass Media Law and Ethics
POLI 155 - The Constitution of the United States
POLI 157 - Civil Liberties Under the Constitution
POLI 159 - (ADJU 101) Criminal Law Development and Administration
POLI 176 - International Law
POLI 177 - Administrative Law

(Either HIST 157 or POLI 155 is required of each student. Students may not take both of these courses, nor may they take both HIST 158 and POLI 157.)

Group B - Legal Institutions and Processes:
ECON 167 - Crime and Microeconomic Decision-Making
POLI 151 - (ADJU 100) The Adversary System of Criminal Justice
POLI 152 - (ADJU 102) Law Enforcement in a Democratic Society
POLI 153 - Constitutional Policies and the Judicial Process

POLI 158 - (ADJU 103) The Problems of Change in Correctional Administration
SPCH 65 - Legal Argumentation
SPCH 85 - Communication in the Criminal Justice System
ADJU 106 - Internship
(POLI 151 (ADJU 100) is required of each student.)

Group C - Theories of Law and Justice:
ANTH 124 - Law, Culture and Society
ECON 166 - Crime and Criminal Justice: An Economic Approach
PHIL 41 - Morality and Law
PHIL 113 - Philosophy of Law
POLI 156 - (ADJU 104) Seminar in Law and Justice
SOCI 124 - Sociology of Law
SOCI 130 - Sociological Criminology
SOCI 141 - Social Deviance
SPCH 81 - The Philosophy and Ethics of Legal Communication

100 The Adversary System of Criminal Justice (Political Science 151) (3). Focuses upon the political, legal and administrative problems encountered in the actual operation of the American System of Criminal Justice as affected by the adversarial nature of its processes. Fall and spring.

101 Criminal Law Development and Administration (Political Science 159) (3). Analysis of problems in defining, invoking and administering criminal law as a governmental process. Spring.

102 Law Enforcement in a Democratic Society (Political Science 152) (3). Deals with the development and current functioning of law enforcement agencies in the United States, legal and practical issues involved in the exercise of police discretion, judicial supervision of law enforcement activities, police-community relations, the impact of technological change and research on law enforcement, contemporary practices and future possibilities respecting functional improvements on law enforcement. Fall.

103 The Problems of Change in Correctional Administration (Political Science 158) (3). An analysis of the political, legal and administrative problems involved in effecting changes in correctional administration. Fall. Staff.

104 Junior/Senior Seminar in Law and Justice (Political Science 156) (3). Advanced topics of varying focus, taught in seminar format for students who have completed appropriate background. Permission of the instructor is required. Fall or spring. Staff.

106 Internship (3 - 6). With permission of the Chair. Fall and spring. Staff supervision.

Department of Aerospace Studies

M. Smiley, *Lt. Colonel, USAF*

The Department of Aerospace Studies (Air Force ROTC) has been an integral part of the University's tradition of scholarship, excellence, and achievement since 1952. As the University moves into its third century of excellence as the nation's oldest state university, the Air Force will continue to help UNC- Chapel Hill and its alumni command the future. UNC- Chapel Hill, in turn, will continue to be a major contributor of outstanding leaders in defense of our country and way of life.

The Air Force Reserve Officer Training Corps (AFROTC) program provides undergraduate and graduate students many opportunities. These opportunities include academics, scholarships and financial assistance, applied professional training, job placement, and some unique extracurricular activities. In many ways AFROTC is more than a department in the College of Arts and Sciences. It is also a professional organization designed to provide interested students growth and development opportunities beyond the classroom. Anyone interested in AFROTC can call the department at 962-2074.

AFROTC Program

General

Undergraduate students can enter the AFROTC program at the beginning of their freshman year. There is no commitment to the Air Force until the last two years of the program. The first two years are designed to allow a student to be introduced to the Air Force and the unique opportunities it offers. With this information a student can make an informed decision on whether the Air Force is of interest to her or him. Any student, graduate or undergraduate, however, can enter the commissioning track program if they have at least two years of full-time study remaining at the University. Application for entry into the AFROTC program is open to all students without discrimination. Students accepted into the program can participate fully in all aspects of the program without obligation to the Air Force, up to their last two years of study.

Anyone desiring an officer's commission in the Air Force upon graduation must complete at least the last two years of our program. Completion of these last two years requires an obligation to serve in the Air Force as a commissioned officer, 2nd Lieutenant, upon graduation. Usually this commitment is only four years, but can be longer in professions requiring extended special training, as in the case of pilot and navigator.

The minimum requirement for acceptance to the first two years of the program is to be a full-time student at the University. Minimum requirements for consideration to enter the last two years of the program are a 2.0 GPA, U. S. Citizenship, to be medically qualified, to pass a physical fitness test (PFT), and to achieve minimum scores on the Air Force Officer's Qualification Text. These and other factors will be considered before acceptance to the advanced program.

Facilities

The University has provided excellent facilities in Chase Hall for use by students in the AFROTC program. These include a small library, quiet study areas, a large student lounge with a kitchen, and classrooms.

Academics

The academic portion of the AFROTC program consists of eight courses (reference section on curriculum below), each with an associated lab period. All courses count as elective undergraduate credit.

The first two years of the program are referred to as the General Military Course (GMC) and are designed to introduce an interested student to the Air Force. These introductory level classes meet once a week for an hour, with a 90-minute lab once a week. A student can enter, as well as leave, AFROTC at any point while in the GMC.

The second two years are referred to as the Professional Officer Course (POC) and are designed to prepare an individual to become a commissioned officer (2nd Lieutenant) in the Air Force. The upper level courses meet three times a week for an hour, with a 90-minute lab once a week. Entry into the POC is competitive. Once accepted, a student is obligated to serve in the active duty Air Force upon graduation. Acceptance not only involves the Air Force accepting the student, but also the student accepting the Air Force. (Reference section on Guaranteed Job Placement below.)

Scholarships and Financial Assistance

Any student can apply for a three- or two-year scholarship. These scholarships cover full tuition, books, fees, and provide a $100.00 per month tax-free allowance. Scholarships are available for technical and nontechnical degrees. There are approximately 15 - 20 students attending UNC-Chapel Hill via AFROTC scholarships in any one year.

There are also specialty scholarships for nursing and premed students. Nursing scholarships are for two or three years and provide the same support as above. If accepted for a premed scholarship, the support is as above with the added feature that you are guaranteed acceptance into the Armed Forces Health Profession Scholarship Program (AFHPSP) once accepted into a medical school. AFHPSP pays for all your medical school, plus a $962.00 per month allowance, and provides unique limited clinical practice opportunities, for which you receive full pay and allowances as a 2nd Lieutenant.

Nonscholarship students accepted into the POC are also given a $100.00 per month tax-free allowance.

Applied Professional Training

The activities listed below are available during the summer of a student's sophomore or junior years. Each student receives various pay and allowances, depending on the situation, while attending each activity. Travel, room, and board are also provided by the Air Force.

Light Aircraft Training: 4 weeks flying training/ screening for pilot candidates

Professional Development Program: 2 weeks working directly with an experienced commissioned officer at an active duty base in a career field of interest to the student

British Exchange: 2 weeks in England working with their university's AFROTC-like unit and the Royal Air Force

Strategic Defense Initiative Organization: 6 weeks working with the SDI offices at the Pentagon

Cadet Training Officer: 5-7 weeks as a field training instructor at various locations all over the U.S.

Airborne Training: 3.5 weeks at the Army Airborne School

USAF Academy Parachute Training: 2 weeks free-fall training in Colorado Springs, CO

Field Training: 4 - 6 weeks leadership training at various camps around the country

Guaranteed Job Placement

Entry in the POC and obligation to the Air Force guarantees an applicant a job (i.e., pilot, navigator, nurse, lawyer, or missile control) or job category (i.e., technical or nontechnical) in the Air Force. This process is based on the needs of the Air Force and the desires of the student.

Extracurricular Activities

The AFROTC experience is much more than classroom studies. Our students participate in a wide range of other activities. These include Arnold Air Society, formal dinners and dances, colorguard at major university athletic events, regional intramural athletic events, field trips to military facilities around the country, arranging for and escorting recognized guest speakers, and publishing our own newspaper, the Ramjet. Our students also hold a number of seasonal parties and fund raising events.

Arnold Air Society (AAS) is a national professional society dedicated to furthering the traditions, purposes, and concepts of the U.S. Air Force as a military organization and a professional calling. AAS also maintains the close relationship between AFROTC cadets and the active Air Force. As a national award winner, our local AAS chapter is active nation-wide and attends the national convention each year.

Curriculum

General Military Course (GMC)

(NOTE: Students entering AFROTC as juniors complete the equivalent of the freshman and sophomore year course work at a summer camp, during which they are paid a salary. Travel, as well as room and board, is provided by the Air Force.)

Freshman Year

AERO 11a. U.S. Air Force Today (1). An introduction to Air Force organization, mission, doctrine, offensive, and defensive forces. There is one lecture per week. Fall. Staff.

AERO 11b. U.S. Air Force Today (1). Examines the role of strategic, general purpose, and aerospace support forces in national defense. There is one lecture per week. Spring. Staff.

Sophomore Year

AERO 12a. Growth and Development of Air Power (1). An historical survey of the development of air power from its earliest beginnings through World War II. This course focuses on the changing nature of military conflict and the evolution of air power doctrine and concepts. It includes an assessment of oral communicative skills through classroom presentations. There is one lecture per week. Fall. Staff.

AERO 12b. Growth and Development of Air Power (1). A study of US air power from 1947 to present. The primary focus is the history of the United States Air Force, and the growth and development of air power as an element of national security. The course also surveys the national defense establishment. It includes an assessment of oral communicative skills through classroom presentations. There is one lecture per week. Spring. Staff.

AERO 31L. Leadership Laboratory (0). (Freshmen and Sophomores) Required for all AFROTC GMC students. This laboratory is conducted by the cadet corps and involves career opportunities in the USAF, life and work of the USAF junior officer, and military ceremonies. There is one period per week. Fall and spring. Staff.

Professional Officer Course (POC)

Junior Year

AERO 57. Contemporary Leadership and Management (3). This is the first part of a two-part course concerning contemporary leadership and management. Emphasis will be on modern-day experiences, successes, and failures, with various theories on how to motivate people, organize, and manage. Lectures and discussion focus on application of various principles as an Air Force officer. Class participation, comprehension, and oral communication skills will be stressed. Staff.

AERO 65. Contemporary Leadership and Management (3). This is the second part of the course described above. Class participation, comprehension, and written communication skills will be stressed. There are three lectures per week. Staff.

Senior Year

AERO 149. National Security Affairs and Defense Policy (3). A survey and analysis of national security affairs, defense policy, and the role of the military. Emphasis is on current trends and dynamics domestically and internationally, and what they may mean for the future. Lectures and discussion will center on gaining insight on the issues facing military officers today and the near future. Class participation, comprehension, and oral communication skills are stressed. There are three lectures per week. Fall. Staff.

AERO 51. The Military and Contemporary Society (3). A survey and analysis of the major issues concerning the military in our society today and the near future. Emphasis will be mostly on domestic issues concerning the existence of a military in peace and war, perceptions/misperceptions of the military as individuals and as an organization, and the impact of defense spending and policies. Lectures and discussions will center on gaining insight to these issues as a military officer today and the near future. Class participation, comprehension, written, and oral communication skills will be stressed. Spring. Staff.

AERO 71L. Leadership Laboratory (0). (Juniors, Seniors) One laboratory per week is required for all AFROTC students. Fall and spring. Staff.

Desideratum Courses

In addition to the above courses students in the AFROTC program are required to complete the following desideratum courses.

GMC: Either Political Science 52, Political Science 86, History 18, or Philosophy 84 in their freshman or sophomore year. POC:

Juniors: Philosophy 22 or 42.

Seniors: History 69, History 89, History 144, History 152, Political Science 150, or Political Science 151.

Curriculum in African Studies
Curriculum in Afro-American Studies

Julius E. Nyang´oro, *Chair*. Faculty: Roberta Ann Dunbar, Perry Hall, Kenneth Janken, Valerie Johnson, Catharine Newbury, Julius E. Nyang´oro, Jon Michael Spencer. *Advisory Committee:* Professors Bernard Boxill, Craig Calhoun, Genna Rae McNeil, Colin Palmer, Chuck Stone, Maria Tsiapera; Associate Professor Wilbert Gesler.

The undergraduate Curricula in African Studies and Afro-American Studies are interdisciplinary programs leading to the B.A. degree. They are administered through the College of Arts and Sciences. Prospective majors should see the curriculum chair.

The aim of the curriculum is to enable students to examine the experiences of Afro-Americans and the cultures of Africa. The diversity of these experiences and cultures requires interdisciplinary study. Students are encouraged to emphasize one field of study, so that they will have a substantial disciplinary background from which to approach the varied materials of either curriculum.

The intention of the Afro-American Studies major is to help the student understand: (1) The continuities that exist for Afro-Americans between the African cultures of their ancestors and the cultures of the Americas; (2) the history of Afro-Americans and their contemporary situations; (3) the form and meaning of the artistic expression of Afro-Americans; and (4) the similarities and distinctions between majority and minority groups in America and the forms of interaction between those groups.

The African Studies major is intended to help the student understand such matters as the history, geography, languages, politics, and arts of that continent. Some attention will be paid to the relationships between Africa and the Americas, but the chief purpose of the curriculum is to acquaint students with Africa; hence, this course of study is distinct from the Afro-American curriculum.

Bachelor of Arts with a Major in African Studies

In the General College: all General College requirements must be met; a modern foreign language is required. Prospective majors are encouraged to include AFRI 40 and AFAM 40 or 41 in the General College program.

In the College of Arts and Sciences: all College of Arts and Sciences perspective requirements apply. Courses used to fulfill major redquirements may not be used to fulfill Arts and Scioences perspective requirements. Core courses in the major are listed below. The major consists of 10 courses. Students must earn at least 18 hours of C or higher in the core courses.

Core Courses: AFRI 40, AFAM 40 or 41, AFRI/AFAM 174, ANTH 26, and POLI 59; plus one of the following: HIST 38, 39, 78, 79, 193; plus two of the following: AFRI 60, 61, 62, 63, 64, 65, 66, 90; plus one of the following: AFRI 120, 121, 122, 123; plus one of the following: AFRI 190 (by permission of (Undergraduate Advisor), ANTH 126, 155, 160; PLAN 124, ECON 163, GEOG 168, HIST 194A, 194B, 195; POLI 1236, 130, RTVM 147, RELI 150.

Honors Program

Students with an overall GPA of 3.2 at the beginning of their senior year are encouraged to apply for the B.A. with honors. Students interested in undertaking honors research and the writing of a thesis should consult with the undergraduate studies adviser as early as possible. Candidates approved will enroll in AFRI 98A and 98B Honors Research I and II. The courses will count as part of the major requirement in lieu of one course to be determined in consultation with the undergraduate adviser.

Bachelor of Arts with a Major in Afro-American Studies

General College: all General College requirements must be met. Prospective majors are encouraged to include AFRI 40 and AFAM 40 and 41 in their General College program. *Core requirements (27 hours):* AFRI 40; AFAM 40; AFAM 41, AFAM 60, AFAM 70, AFRI/AFAM 174; HIST 165 or 166 or 21 or 22, ENGL 84 or 85; one course in the Social Sciences, to be chosen from AFAM/ EDFO 115, POLI 171, SOCI 22, SOWO 106, PSYC 142. Any substitutions for these must be authorized by the curriculum undergraduate studies adviser..

Other required courses (12 hours): a minimum of four courses from a single discipline or professional school is required. Students will work in close connection with their adviser in the curriculum to fulfill this aspect of the program.

Elective courses: these courses will be selected by students in consultation with their faculty adviser. Studnts are encouraged to select at least 6 hours from courses offered in the curriculum such as AFAM 64, 65, 66, 67, 112, 115, etc., and advanced courses in other areas which may serve to strengthen their disciplinary concentration.

Majors in this curriculum must earn a C or higher (not a C average) in at least 18 hours of core courses.

Minor in African Studies

Students who minor in African Studies are strongly encouraged to take AFRI 40 in General College. Only one minor course may be used to fulfill a General College perspective requirement. No minor course may be used to fulfill an Arts and Sciences perspective requirement. The minor in African Studies consists of fifteen hours, as follows: AFRI 40; plus four of the following (selected in consulotation with the undergraduate studies adviser) two of which must be chosen from LIST A and one at the 100-level; List A: AFRI 60, 61, 62, 63, 64, 65, 66, 120, 121, 122, 123, AFRI/AFAM 174; List B: ANTH 26, 126; POLI 59, 126, 130; GEOG 168; HIST 38, 39, 79, 193, 194A, 194B.

Minor in Afro-American Studies

The undergraduate minor in Afro-American Studies shall consist of five (5) courses as outlined below.

Four required courses:
AFAM 40: The Black Experience (I)
AFAM 41: The Black Experience (II)
AFAM 60: Junior Seminar in Afro-American Studies
AFRI 40: Introduction to African Civilization.

One additional course to be chosen from the following list and in consultation with the student's faculty adviser in the Curriculum in Afro-American Studies:

AFAM 174: African and Afro-American Linkages
AFAM 58: The Civil Rights Movement
AFAM 67: Afro-American Leadership Styles
ENGL 84: Afro-American Literature to 1950
ENGL 85: Afro-American Literature since 1950
HIST 165: History of Afro-Americans to 1865
HIST 166: History of Afro-Americans, 1965 to Present.

African Studies 40. Introduction to African Civilization (3). Introduction to principal features of African civilization through examination of geopolitical context; historical themes; and selected social, political, economic, religious, and aesthetic characteristics of both traditional and modern Africa.

African Studies 60. Topics in African Studies (3). A seminar for junior majors in the curriculum and others with some background in the study of Africa. Discussion and research papers on one topic selected for emphasis each semester; e.g., urbanization, literature, etc. Staff.

African Studies 61 (WMST 61) African Women: Changing Ideals and Realities (3). Introduction to recent literature, theoretical questions, and methodological issues concerning study of women in Africa. Topics include women in traditional society, impact of colonial experience and modernization on African women.

African Studies 62. African Literature (3). Introduction to the traditional and modern literature of Africa. Works studied include traditional poetry and the epic as well as examples of the poetry, drama, and fiction of contemporary anglophone and francophone writers.

African Studies 63. African Belief Systems: Religion and Philosophy in Sub-Saharan Africa (3). The relationship between religion and society in Sub-Saharan Africa is explored through ethnographic and historical readings. The Nilotic, Bantu, and West African religious traditions are examined in detail.

African Studies 64. African Art and Culture (3). Introduction to the plastic arts of Sub-Saharan Africa through study of their relationship to the human values, institutions, and modes of aesthetic expression of select traditional and modern African societies.

African Studies 65. Political Processes and Economic Developments in Africa (3). A seminar that critically examines the historical and theoretical basis of the state's centrality in economic development in African countries. Relevant case studies drawn from Sub-Saharan Africa. Fall, spring.

African Studies 66. Contemporary Africa: Issues in Health, Population, and the Environment. (3). A seminar that introduces students to non-western perspectives and comparative study of ecological, social and economic factors that influence the welfare of contemporary African communities. Examination of famine, population growth, and health issues within the context of African cultural and social systems.

African Studies 70. Policy Problems in African Studies (3). A seminar for senior majors and others with some background in the study of Africa. Lectures, readings, and research projects on one problem each semester concerning policy formation by African leaders or on U.S.-Africa policy issues.

African Studies 90. Independent Studies (3). Independent study project designed particularly in conjunction with overseas study. Staff.

African Studies 98A. Honors Research I (3). Readings in African Studies and beginning of directed research on an honors thesis. Required of candidates for graduation with honors in African Studies. Nyang'oro, Newbury, Dunbar.

African Studies 98B. Honors Research II (3), Completion of an honors thesis under the direction of a member of the faculty. Required of candidates for graduation with honors in African Studies. Nyang-oro, Newbury, Dunbar.

African Studies 120. Contemporary Southern Africa (PWAD 120) (3). Prerequisite, AFRI 40 or equivalent. Study of the history, politics and economic development of Southern Africa in the twentieth century. Nyang´oro.

African Studies 121. East African Society and Environment (3). Prerequisite, AFRI 40 or equivalent. Study of the history, politics and economic development of Kenya, Uganda and Tanzania in the twentieth century. Nyang´oro.

African Studies 122. West Africa: Society and Economy in the Twentieth Century (3). Prerequisite, AFRI 40 or equivalent. Interdisciplinary course on twentieth century West Africa. Topics vary but are likely to include demography and health, gender, urbanization, labor, religion and politics, and education. Dunbar.

African Studies 123. Central Africa: The Politics of Development (POLI 119) (3). Prerequisite, AFRI 40 or equivalent. Study of the postcolonial political economies of central African states, with emphasis on the state's role in development, the changing character of state/society relationships (including recent pressures for democratization); and the local impact of regional and global external linkages. Newbury.

African Studies/Afro-American Studies 174. Key Issues in African and Afro-American Linkages (3). For advanced undergraduates and graduate students. This course is intended to explore theoretical and methodological issues concerning the historical linkages between African and Afro-American peoples.

African Studies 190. Independent Studies (3). Independent study projects defined by student and faculty adviser for advanced undergraduate and graduate students. Staff.

Afro-American Studies 9 (Education 9) Freshman Seminar (3). Small group interaction with contemporary human and race relations as focus for study and discussion. Emphasis on increasing personal and racial awareness aimed at enhancing and improving relationships between students with varied racial and ethnic backgrounds.

Afro-American Studies 40. The Black Experience (3). An interdisciplinary course designed to provide a broad survey of the Black experience in the Americas with special emphasis on the sixteenth, seventeenth and eighteenth centuries.

Afro-American Studies 41. The Black Experience (3). An interdisciplinary course designed to provide a broad survey of the Black experience in the Americas with special emphasis on postemancipation developments.

Afro-American Studies 55. Afro-American Political Philosophy (PHIL 55) (3). A philosophical examination of the writings of African Americans on slavery, racism and discrimination. Among the main figures to be studied are Martin Delany, Frederick Douglass, Booker T. Washington, W.E.B. DuBois, Marcus Garvey and Martin Luther King. Fall, spring.

Afro-American Studies 58. The Civil Rights Movement (3). An examination of the struggle by Black Americans for social justice since World War II and of the systemic responses.

Afro-American Studies 59. Black Influences on Popular Culture (3). This course examines the influence of African-American expressive culture, particularly popular music, on American mainstream culture. Spring. Hall.

Afro-American Studies 60. Junior Seminar (3). An examination of the principal historical, philosophical and research issues underlying Afro-American Studies. Emphasis on the theoretical and methodological concerns related to the conduct of research on Afro-American peoples.

Afro-American Studies 62, 63. Foundations of Black Education (3 each). The first semester deals primarily with sources of education for slaves and free Blacks before the Civil War while the second semester addresses policy considerations underlying public education for Blacks since the Civil War.

Afro-American Studies 64. Blacks in Urban Politics (3). An analysis of the phenomenon of the increased political activity of Black Americans during the past two decades with special emphasis on the nature and implications of inner city politics.

Afro-American Studies 65. Topics in Afro-American Studies (3). Intensive analysis of a selected topic related to the black experience. Topic will vary with the instructor.

Afro-American Studies 66. Black Women in America (WMST 65) (3). An examination of the individual and collective experiences of Black women in America from slavery to the present and the evolution of feminist consciousness.

Afro-American Studies 67. Afro-American Leadership Styles (3). From a vast array of leadership styles students are expected to research a major figure and analyze his or her leadership behavior. Studies will examine critically the ideological and programmatic responses of Black leaders to the socio- politico-economic problems of Black people.

Afro-American Studies 70. Senior Seminar (3). Interdisciplinary in nature, the seminar will focus on a common theme in Afro-American Studies. Historical and current perspectives of the theme will be explored. A major research paper is expected.

Afro-American Studies 71. Field Research in the Black Experience (3). Individual research and practicum. Registration by permission of the instructor.

Afro-American Studies 72. Social Organization of Black Community (3). An intensive analysis of the formal and informal social institutions in black communities, North and South, urban and rural.

Afro-American Studies 73. Blacks and Criminal Justice (3). An examination of the problems of Black Americans as they relate directly to criminal justice.

Afro-American Studies 88. Black Thought and Black Intellectuals in the Nineteenth and Twentieth Centuries (3). An examination of the principal intellectual trends in black life during the nineteenth and twentieth centuries as well as the life and work of the intelligentsia. Janken.

Afro-American Studies 94A Black Arts and Black Aesthetics (3). The concept of the black aesthetic as it is manifested in black American performing, visual, literary, and musical arts.

Afro-American Studies 112. The Black Press and US History (JOMC 112) (3). A chronological survey of the African-American press in the United States since 1827. Emphasis is on key people and issues during critical eras in the African-American experience. Amana. Fall

Afro-American Studies 115. Minority Children: Psychological and Cognitive Development (EDFO 115) (3). An analysis of research theory and programs regarding the social and cognitive development of minority children.

Afro-American Studies 150. The Black Church in America (3). A survey of the historical development of the black church in America, beginning during the antebellum period and continuing to the present day. Spencer.

Afro-American Studies 190. Independent Studies (3). Independent study projects defined by student and faculty adviser for advanced undergraduate and graduate students. Staff.

Curriculum in American Studies

Townsend Ludington, *Chair*. Faculty: Professor: Joy Kasson. Adjunct Professors: Arthur S. Marks, Art; Philip Gura, Richard Rust, David Whisnant, English; Peter Filene, John Kasson, Donald Mathews, History; John S. Reed, Sociology; Adjunct Associate Professors: Margaret O'Connor, English; Charles Capper, History; Adjunct Assistant Professor: Annette Wright, Humanities Program.

The Curriculum in American Studies, an undergraduate program leading to the Bachelor of Arts degree, offers students an opportunity to examine American culture from a variety of perspectives. Works of history, literary and artistic expression, social and political analysis are studied with the aim of discovering interrelationships among different aspects of our culture.

Bachelor of Arts with a Major in American Studies

Regular Concentration Requirements

General College: HIST 8H, HIST 22, or AMST 20. AMST 20 is a General College course designed to introduce freshmen and sophomores to issues of American culture. It meets one of the requirements for Perspective V (Western Historical/Non-Western Comparative Perspective). It has also been approved for the upper level B.A. perspective (majors cannot use this).

Core Courses: 8 courses
AMST 40
AMST 60 or 61 or 62 or 63
AMST 80

Literature: One of the following: English 81, 82, 83

Ideas: One of the following: PHIL 59, RELI 68, POLI 62, 155, 162, HIST 154, 155

Arts: One of the following: ART 43, MUSC 45, 135, ENGL 146, 147, 187, HIST 156

Social Cultures & Subcultures: One of the following: HIST 65, 72,159, 161, 162, 163, 164, 167, 168, ANTH 105, 130, POLI 136, 171, SOCI 15, 22, GEOG 149, 154.

Afro-American Culture: One of the following: AFAM 40, 41, 72, ENGL 84, 85, 184, 189, HIST 165, 166

In addition, students are required to fulfill four of five Arts and Sciences Perspectives requirements.

Southern Studies Concentration Requirements

General College: HIST 8H, HIST 22, AMST 20

Core Courses: 8 courses
AMST 40
AMST 60 or 61 or 62 or 63
AMST 80
ENGL 88
HIST 163
HIST 164

Southern culture: One of the following: ANTH 105, GEOG 161, POLI 136, SOCI 15

Afro-American culture: One of the following: AFAM 40, 41, 72, ENGL 84, 85, 184, 189, HIST 165, 166

Four Arts and Sciences Perspectives requirements.

Minor in American Studies

The undergraduate minor in American Studies consists of five courses and one prerequisite course at the General College level.

Prerequisite course: One of the following:
HIST 8H - Honors in American History Since 1865
HIST 22 - American History Since 1865
AMST 20 - The Emergence of Modern America
Five required courses:
AMST 40
AMST 60, 61, 62, and 63
AMST 80

And two from the following:

Literature: ENGL 80, 81, 82, 83

Ideas: PHIL 59, RELI 68, POLI 62, 155, 162, HIST 154, 155

Arts: ART 43, MUSC 45, 135, ENGL 146, 147, 187, HIST 156

Social Cultures & Subcultures: HIST 65, 72, 159, 161, 162, 163, 164, 167, 168, ANTH 105, 130, POLI 136, 171, SOCI 15, 22, GEOG 149, 154.

Afro-American Culture: AFAM 40, 41, 72, ENGL 84, 85, 184, 189, HIST 165, 166

20 The Emergence of Modern America (3). Interdisciplinary examination of two centuries of American culture focusing on moments of change and transformation. Lecture and discussion. Fall and spring. J.S. Kasson.

34H Defining America (3). An interdisciplinary course for junior-senior honors students that considers what it has meant to be "American" from colonial times to 1865. Fall.

35H Defining America (3). An interdisciplinary course for junior-senior honors students that considers what it has meant to be "American" during the period 1866 to present. Spring.

40 Introduction to American Studies (3). A study of interdisciplinary methods and the concept of American Studies. Fall and spring.

60 - 63 American Studies Junior Seminar (3). Special studies in American studies. Fall and spring.

80 American Studies Senior Seminar (3). Studies of American topics from a broad cultural perspective. Fall and spring.

90, 91 Honors in American Studies (3 each). Directed independent research leading to the preparation of an honors thesis and an oral examination on the thesis. Required of candidates for graduation with honors in American Studies. Fall and spring.

96 Independent Study in American Studies (3). Permission of the Chair required. Directed reading under supervision of a faculty member. Fall and spring.

Department of Anthropology

Bruce P. Winterhalder, *Chair*

The department's courses are intended to open systematic perspectives on the nature of humankind. This is accomplished by detailed studies of: (1) the physical and cultural origins and developments of human beings in general; (2) the differing patterns of culture in all parts of the present-day world; and (3) the interrelationships between human beings' physical and cultural nature and their various reactions to change in the 20th century.

Although the department offers major programs leading to the B.A., M.A., and Ph.D. degrees, its courses are also open to nonmajors, and for the most part they do not have any prerequisites. Those courses which do have prerequisites are specifically identified as such.

Courses that may satisfy the four subfield requirements include physical anthropology, ANTH 43, 62, 112, 114, 115, 116, and 117; archaeology, ANTH 100, 101, 110, 127, 131, 150, 151, and 168; sociocultural anthropology, ANTH 20, 26, 30, 36, 40, 42, 44, 45, 46, 47, 49, 50, 55, 105, 118, 120, 121, 123, 124, 125, 126, 129, 130, 132, 133, 134, 135, 136, 137, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 155, 163, 164, 165, 166, 167, 170, 172, 173, 174, 175, 176, 178, 185, 186, 188, 189, 194, and 196; linguistics, ANTH 171, 179, 180, 181, 183, 184, 190, and 193 (or their Linguistics Department equivalents), and LING 030A.

Undergraduate Major: Anthropology 41, 97, and seven other courses including at least one course from each of the four subfields of anthropology (physical anthropology, archaeology, sociocultural anthropology, and linguistics) but preferably not including anthropology 122; together with the appropriate Perspective courses and electives.

The undergraduate major can serve as the core of a general liberal arts education. It can also serve as an introduction to graduate work in anthropology and as an orientation for a variety of occupations in which knowledge of the behavioral sciences is either required or is highly desirable.

Honors in Anthropology: Students with an overall grade average of 3.2 or better are encouraged to apply for candidacy for the B.A. with honors. Honors candidates must meet the same course requirements as other anthropology majors. In their senior year, honors candidates take Anthropology 95 and 96 (these count as two of the three elective courses within the major taken in addition to Anthropology 41, 97 and one course each of the four subfields). Anthropology 95 and 96 provide the opportunity for independent study, research, and writing under individual faculty guidance.

Students may obtain information on the honors program from the department's Director of Undergraduate Studies.

20 Anthropology Through Expressive Cultures (3). Introduction to cultural analysis and the anthropological point of view through analytic and interpretive "readings" of films, fiction, and ethnography. Emphasis on social conditions and native points of view. Spring. Farquhar.

23 Habitat and Humanity (3). Cross-cultural survey of types of residential architecture, including prehistoric dwellings, and sacred structures such as shrines and temples. Emphasis on architecture as symbolic form and cultural meaning. Fall. Johnson.

26 The Peoples of Black Africa (3). Introductory ethnographic survey emphasizing the cultural diversity of indigenous African societies. Basic concepts used in analyzing African economics, political systems, marriage patterns and family organization, religious beliefs, etc. Fall. Daniels.

30 Primitive and Civilized Perspectives (3). Examination of the interplay between "primitive" and "civilized" cultural perspectives. In-depth focus on several "primitive" cultures examining relative affluence, environmental and social relationships, and comparing with U.S. society. Spring. Staff.

36 Introduction to Kinship and Social Organization (3). An introduction to basic concepts in the cross-cultural study of social organizations, with emphasis upon kinship, marriage and residence patterns. Fall. Staff.

40 Southern Style, Southern Culture *(Folklore 40)* (3). An anthropological journey into the world of Southern meaning, exploring the interdependent realms of work, worship, aesthetics, ethnicity, gender, and the politics of culture. Designed as an introduction to anthropology. Fall. Hinson.

41 General Anthropology (3). An introduction to anthropology, the science of humans, the culture-bearing animal. Topics considered: human evolution and biological variations within and between modern populations, prehistoric and historic developments of culture, cultural dynamics viewed analytically and comparatively. Fall and spring. Staff.

42 Folk Cultures in the Modern World (3). The customs and institutions of peoples in the Mediterranean area, Asia, Africa, and Latin America as they encounter technological and social development in the modern world. Fall. Staff.

43 Human Evolution and Adaptation (3). Ideas used in reconstructing human evolution and analyzing contemporary adaptations. The course includes paleoanthropology, prehistoric archaeology, analogies from animal behavior, and studies of human adaptation to diverse environments. Spring. Winterhalder.

44 Human Dilemmas (3). Contemporary dilemmas examined from a cross-cultural view, including racism, environment, population, war, gender role liberation, and personal freedom in technological societies. Staff.

45 Culture and Communications (3). Examines the concept of culture and its role in human interaction. Cases of interethnic misunderstanding, male-female miscommunication and confusions between lay persons and specialists are considered from this perspective. Spring. Holland.

46 The Evolution of Moral Consciousness: A Course in General Anthropology (3). An introductory course in general anthropology focusing on the development of moral consciousness. Western and non-Western patterns of thought and culture are compared and contrasted. The course has a strongly philosophical orientation. Fall. Evens.

47 Comparative Healing Systems (3). Explores the relationship between health, ecology, and culture, and studies the many ways of healing, using examples from several different cultures. Spring. Finkler. (GC nonwestern/comparative.)

48 Biological Basis of Human Behavior (3). The development and functions of behavior in primates, including humans and human-like ancestors. Topics include social and cultural behavior, communication, aggression, dietary adaptations, locomotion, ecological relationships, in evolutionary framework. Fall or spring. Larson. (GC/BA level Natural Sciences perspective.)

49 Introduction to Cultural Anthropology (3). An introduction to non-western cultures studied by anthropologists. Focuses on the cultural and social systems of three different cultures. Intertwined is a critical questioning of the notion of culture. Spring. Holland.

50 Anthropological Perspectives on the Third World (3). Anthropological perspectives on the underdeveloped world of Asia, Africa and Latin America. Focuses on the social organization and cultural strategies of the people undergoing "development". Spring. Nonini.

55 Introduction to the Civilization of India, Pakistan, and Bangladesh (3). The course reviews urban and rural ways of life and the transformation of culture following British rule. Islam, Buddhism, caste, family life, and values are examined as well as several ways of life and problems besetting the countries as they pursue national goals. Spring. Staff.

62 Population Anthropology (3). A survey course dealing with the interaction between biocultural phenomena and population dynamics including reproduction, migration, urbanization, population genetics and population planning. Fall. Leslie.

80 War and Society *(PWAD 80)* (3). Prerequisite, introductory social science course. Cross-cultural perspectives on war in its relation to society, including ancient and contemporary examples. Surveys political, economic, cultural, and feminist approaches to war preparation in the United States. Fall. Lutz.

94A Development of Anthropological Ideas (3). Prerequisite, Anthropology 41. Review of selected cultural anthropologists and their predecessors to define recurrent as well as innovative perspectives with which they have viewed humans, culture, and society. Spring. Staff.

95 Honors Study (3). Open to honors candidates. Advanced survey of anthropology and critical analysis of leading theoretical ideas in the field. Fall and spring. Staff.

96 Honors Research (3). Open only to senior honors candidates. Special research in a selected field under the direction of a member of the Department. Fall and spring. Staff.

97 Directions in Anthropology (3). Open only to and required of anthropology majors in the junior year. Directions in the discipline and profession of anthropology as reflected in research issues and in academic and nonacademic roles for anthropologists. Fall. Staff.

99 Special Projects (Var.). Prerequisite, permission of the Chair of the department. Reading or research under the guidance of a faculty member whose interests coincide with those of the individual student. Fall and spring. Staff.

100 World Prehistory (3) A course designed to provide anthropology majors and other students of comparable social science or humanities background with an understanding of the global scale evolution of human culture. Spring. Crumley.

101 Prehistory of the Far East (3). A course designed to acquaint anthropology majors and upperclassmen from other fields with a general view of the prehistory of Siberia, China, Japan, and southeast Asia and Oceania. Spring. Brockington.

105 Anthropology of the South (3). Anthropological materials and insights bearing on modernization and other current trends in southern culture; research problems in the South. Fall. Peacock.

110 Principles of Archaeology (3). An examination of archaeology as a set of techniques and a subfield of anthropology, including history of archaeology, survey and excavation techniques, laboratories treatment of remains, archaeological analysis, historical and processual inference. Spring. Brockington.

112 Human Origins (3). Detailed survey of evolution of humankind, beginning with the earliest known hominids through modern Homo sapiens. Consideration of fossil record and archaeological evidence. Human origins and ongoing nature of evolution, Fall or spring. Larsen.

114 Human Osteology (4). Lectures and laboratory sessions will be devoted to an extensive examination of the human skeleton. Emphasis will be on analysis of skeletal material in the field and in the laboratory. Spring. Larsen.

115 Human Genetics and Evolution *(Anatomy 115) (Genetics 115)* (3). Fundamental principles of genetics; population genetics; factors of evolution; race and species formation; evolution of primates and humans. Interaction of genetics and culture in human behavior, society, and evolution. Spring. Leslie.

116 Primate Social Behavior (3). Social behavior and ecology of prosimians, monkeys and apes and the evolution of human behavior. Fall or spring. Staff.

117 Evolutionary Perspectives on Human Adaptation and Behavior (3). Critical, partially historical discussion of evolutionary theories, including Darwinism, Neo-Darwinism, ethology and sociobiology, and their social-science analogs. Relevance and limitations of these theories for anthropologists will be focal. Fall. Winterhalder.

120 Culture Change and Underdeveloped Areas (3). Theories and case studies of cultural change will be discussed. Problems of culture change in less developed areas of Asia, Africa and Latin America will receive particular attention. Fall. Staff.

121 Culture and Personality (3). Broad survey of methods and problems connected with studying personality features characteristic of tribes and modern nations, child training and personality, and the relationship of culture to mental illness. Spring. Daniels.

122 Cultural Anthropology *(Folklore 122)* (3). Not recommended for students who have had Anth. 41. Recommended for advanced undergraduates and graduate students who have little or no background in anthropology. A survey of anthropological approaches to the study of human culture and social behavior, with some emphasis on the relation of anthropology to other sciences. Fall. Staff.

123 Magic, Ritual, and Belief (3). An examination of the rationality of "magic and religious thought" in traditional societies. Some attention to scientific thought is included. Spring. Evens.

124 Law, Culture, and Society (3). Law and legal mechanisms in their cultural and social contexts. Historical and contemporary problems of "law and development" will be analyzed. Fall. Staff.

125 Emotions and Society (3). Survey of relationship between emotional experience and social systems, especially including gender relations. Emotions as learned, culturally variable understandings and behaviors. Lutz. (BA level Social Science or Non-Western/Comparative perspective.)

126 Africa: Peoples and Culture *(Folklore 126)* (3). Prerequisite, Anthropology 26 or 41, or 122, or permission of the instructor. Advanced ethnographic survey of cultures of sub-Saharan Africa, some emphasis on historical development of major African sociocultural systems; application of anthropological theories to Africa and uses of African data in development of such theories. Spring. Staff.

127 Aboriginal Cultures of Mexico and Central America *(Folklore 127)* (3). The development of Indian cultures of Middle America; culminating in such civilizations as the Aztec and Maya; archaeological and ethnohistorical data synthesized. Spring. Brockington.

128 African/Afro-American Cultural Heritage *(African and Afro-American Studies 170)* (3). (See African and Afro-American Studies 170 for description.) On demand. Staff.

129 Southeast Asia: Peoples and Cultures *(Folklore 129)* (3). A survey of cultures in Indonesia, the Philippines and mainland Southeast Asia. Traditional influences and the impact of major contemporary changes on societies of the area will be discussed. Spring. Peacock.

130 Native North American Cultures *(Folklore 130)* (3). A broad survey of the traditional lifeways and customs of Native North Americans, with some emphasis on the impact made by historical contacts with EuroAmericans. Current issues affecting Native American groups are also addressed. Fall or spring. Staff.

131 Archaeology of South America (3). The development of native South American cultures according to archaeological and early ethnohistorical records. Fall. Brockington.

132 Latin American Cultures *(Folklore 132)* (3). An ethnographic survey of the peoples of Latin America with emphasis upon the analysis of tribal and community organization. Fall. Finkler.

133 The Peoples of the Caribbean (3). A survey of Caribbean cultural development. Particular attention will be given to human ecology, population segments, metropolitan influences, and culture change. Fall. Staff.

134 Art and Culture *(Art 174, Folklore 134)* (3). Cross-cultural study of form, image, and meaning in painting, drawing and sculpture. Emphasis on the interrelationship of religion and art in selected prehistoric and contemporary sociocultural traditions. Spring. Johnson.

135 Consciousness and Symbols *(Folklore 135, CMPL 135)* (3). Symbolizing as exemplified in the arts, religions, languages, and world-views of various cultures. Emphasis is on the relation of symbolizing to social process, as analyzed by theorists such as Durkheim, Weber and Levi-Strauss. Fall. Peacock.

136 Kinship and Social Organization (3). Prerequisite, permission of the instructor. Intensive study of kinship and marriage systems through Australian, African, and Asian cases. Historical, functionalist, structuralist approaches, descent and alliance theories, and the relation of kinship to social organization and social structure. Spring. Staff.

137 Modern Cultures of the Middle East *(Folklore 137)* (3). Desert-oasis, ecological adaptations and communities; the peril-refuge dialectic with political structures, religions, kin groups, and the self; directly observed present-day behavior patterns, from Morocco to Afghanistan, are emphasized. Fall. Staff.

138 Landscape and Spatial Anthropology (3). Study of conceptions of nature and the natural environment within a variety of prehistoric, historic, and contemporary societies. Archeological and ethnohistoric emphasis on the symbolic meanings of religious and political spatial landscapes. Fall. Crumley, Johnson.

139 Environmental Anthropology (3). The general nature of interrelationships between people and environment; biological vs. cultural adaptation, archaeological evidence of ecologic relationships, adaptation in the ethnographic present, and environmental alteration will be examined. Fall. Staff.

140 Gender and Culture *(Women's Studies 140)*. (3) Cross-cultural perspectives on the social uses of gender distinctions. Focus on women's lives outside the U.S. and Europe. Comparison with students' social context. Fall. Staff.

141 The Anthropology of Gender, Health and Illness (3). This course will explore the social and cultural patterns and practices that differentially influence health and illness among women and men. Spring. Finkler and staff.

142 Religion and Anthropology *(Folklore 142, Religious Studies 142)* (3). Religion studied anthropologically, as a cultural, social, and psychological phenomenon in the works of classical and contemporary social thought. Spring. Tyson, Peacock.

143, 144 Field Training in Anthropology (3 each). Supervised, on-site data collection and analysis. Students develop background knowledge and select research topic before leaving campus. Instructor's permission required. Staff.

146 Introduction to Folklore *(Folklore 146)* (3). (See Folklore 146 for description). Spring. Staff.

147 Self and Society in Japan (3). Prerequisite, one course on Japan; one upper-level course in Anthropology (sociocultural); or instructor's permission. An introduction to contemporary Japanese society focusing on organization of self and relationship of self to social community. Course proceeds through case examination of small-group contexts in different social strata. Fall. Staff.

148 Contemporary Japanese Business and Social Organization (3). Prerequisite, Anth 147, or one upper-level course in sociocultural anthropology, or one course on Japan. Introduction to postwar Japanese social organization focusing on large and small enterprise organization; international enterprises, education, enterprise and family; medicine and healing practices; postwar social and economic restructuring. Spring. Staff.

149 Anthropology and Marxism (3). Examination of major writings within the Marxist critical tradition which have illuminated central problems within anthropology as theoretical discourse and discipline, and introduction to recent important research in Marxist anthropology. Fall, Spring. Nonini.

150 Archaeology of North American Indians (3). The history of American Indian cultures from 10,000 B.C. to the time of the European invasion as reconstructed by archaeological research. Special emphasis on the eastern woodlands and the Southwest. Fall. Steponaitis.

151 Field School in Archaeology (6). Intensive training in archaeological field methods and techniques. Students participate in excavation, recovery, recording, and interpretation of archaeological remains; transit mapping, photography, flotation recovery and other research procedures. Summer. Steponaitis.

155 Method and Theory in Ethnohistoric Research *(Folklore 155)* (3). Integration of data from ethnographic and archaeological research with pertinent historic information. Familiarization with a wide range of sources for ethnohistoric data and practice in obtaining and evaluating information. Pertinent theoretical concepts will be explored. Fall. Crumley. (Alternate years).

160 Language of Africa *(Linguistics 160)* (3). Introduction to the languages of Africa, their distribution and classification, phonological and grammatical structures, sociolinguistics and political aspects, with illustrations from several representative languages. (Alternate years).

163 Psychological Aspects of Modernization (3). Exploration of patterns of psychological development experienced by persons undergoing modernization. Students will cooperate in comparing and analyzing life histories collected in non-Western as well as local settings. Spring. Peacock.

164 Foundations of Social Anthropology (3). Intensive study of theory in social anthropology, through use of standard ethnographic monographs on traditional societies, with emphasis on political dimension. Special attention given to the nature and problems of structural-functionalist explanation. Spring. Evens.

165 Economic Anthropology (3). An intensive study of the theoretical and empirical concerns of the subfield of economic anthropology. Cross-cultural analysis of tribal, peasant and modern economic formations. Fall. Nonini.

166 Intentional Culture Change (3). Study of social and cultural elements involved in deliberate reformulation of the way of life of communities. Problems of community development and human resources in anthropological perspective. Spring. Staff.

167 Urban Anthropology (3). Emphasis on the social systems and modernization processes of contemporary cities in the Third World. Also considered: problems and opportunities of American anthropologists studying American industrial cities. Spring. Staff.

168 Emergence of the State (3). Prerequisite, permission of the instructor. Integration of ethnohistoric, ethnographic, and archaeological data on the topic of state formation. Definitions of the state are analyzed and the determining factors relative to increasing cultural complexity discussed. Fall. Crumley, Nonini. (Alternate years.)

170 Medicine and Anthropology *(Folklore 171)* (3). An introduction to social and cultural aspects of illness and healing in a wide range of societies. Examines alternative healing systems in the U.S. Especially relevant to premedical students. Fall. Finkler, Farquhar.

171 Sociolinguistics *(Linguistics 170)* (3). Survey of topics in the study of language in its social context: language varieties and functions, multilingualism, social dialects, implications for linguistic theory. Fall. Staff.

172 Cultural Factors in Population Planning (3). Prerequisite, permission of the instructor. Cultural factors bearing on the needs, ethics, design, and implementation of programs attempting to deal with population growth. Spring. Staff.

173 Anthropology of the Body and the Subject (3). Prerequisite, Anthropology 170 or permission of the instructor. Anthropological and historical studies of variation in cultural constructions of bodily experience and personal subjectivity are reviewed, with special emphasis on the genesis of the modern individual and cultural approaches to gender and sexuality. Spring. Farquhar.

174 Chinese World Views *(Religious Studies 174)* (3). An approach to Chinese history, literature, science, and society through an exploration of a few pervasive cultural themes. Chinese sources in translation and western anthropological and philosophical sources are used. Fall. Farquhar.

175 Ethnographic Method (3). Intensive study of and practice in many of the most commonly used anthropological data-collection techniques. Spring. Staff.

176 Self and Other in the Ethnographic Research (3). An examination of ethnography as an interactional research approach. The course examines the process of ethnographic research and learning through practice. Fall. Staff.

177 European Societies (3). This course explores many cultural factors and diverse peoples - non-greco-Roman as well as greco-Roman - that have formed the European identity from the earliest human occupation of Europe to present. Spring. Crumley. [BA Western Historical perspective.]

179 Introduction to General Linguistics *(Linguistics 100)* (3). (See Linguistics 100 for description.) Fall and spring.

180 Linguistic Phonetics *(Linguistics 120)* (See Linguistics 120 for description.) Fall.

181 Introduction to Historical and Comparative Linguistics *(Linguistics 101)* (3). (See Linguistics 101 for description.) Spring.

182 Contemporary Chinese Society (3). This course draws on recent sociological and anthropological research in the Peoples Republic of China, autobiography, film, and fiction, to explore contemporary Chinese society and culture. Spring. Farquhar.

183 Phonology I *(Linguistics 123)* (3). (See Linguistics 123 for description.) Spring.

184 Language and Culture *(Linguistics 184)* (3). The study of language in society and culture as it constrains, reflects, and is shaped by the sociocultural context. Spring. Holland.

186 Schooling and Diversity: Anthropological Perspectives. (3). Anthropological approaches to issues of schooling and cultural diversity, including their relationship to gender, race, and class. Critical review of theory and method in the study of the (re)production of these divisions. Spring. Holland.

188 Observation and Interpretation of Religious Action (3) *(Religious Studies 188, Folklore 188.)* Prerequisite, permission of the instructor. Exercises (including field work) in learning to read the primary modes of public action in religious traditions: sermons, testimonies, rituals, prayers, etc. Primary focus on construction and interpretation of texts from field observation. Spring. Peacock.

190 Introduction to Grammar: I *(Linguistics 130)* (3). (See Linguistics 130 for description.) Fall. Staff.

192 Pidgins and Creoles *(Germanic Languages 172, Linguistics 172)* (3). (See Germanic Languages 172 for description.)

193 Introduction to Grammar: II *(Linguistics 133)* (3). (See Linguistics 133 for description.) Spring. Staff.

195 Architecture and Culture (3). Cross-cultural survey of vernacular architecture and domestic houses in a variety of contemporary, historic, and prehistoric societies. Intensive study of the ideology of design forms, and the construction of place and symbolic spaces. Johnson.

196 The Gardens, Shrines, and Temples of Japan *(ART 192)* (3). The religious landscape and built environments of Japan. Attention to palace, courtyard, and teahouse architecture and gardens, with emphasis on Shinto shrines and the Zen Buddhist temple and garden. Spring. Johnson (B.A. level Aesthetic.)

199 Special Topics (4). Examines selected topics from an anthropological perspective. Course description is available in the departmental office. Fall and spring. Staff.

Curriculum in Applied Sciences

Thomas J. Meyer, *Chair*
Richard C. Jarnagin, *Associate Chair*

This curriculum is designed to prepare students for an active role in the exciting world of modern technology. It is directed toward students seeking a career in the sciences but having applied interests. Options are available in Computer Science and four selections in Materials Science; Biomedical Materials Science, Chemistry-Based Materials Science, Physics-Based Materials Science, and Polymer Materials Science. Each option leads to the degree of Bachelor of Science in Applied Science and prepares the student for an entry-level industrial position or for graduate study in one of the applied sciences.

The Computer Science option is oriented toward the design and operation of hardware and software components for digital systems, in contrast with the Computer Science option of the Curriculum in Mathematical Sciences, which is directed toward the mathematical aspects of computer science. The Biomedical Materials Science option and the Computer Science option afford undergraduate training in major areas of biomedical engineering.

Course requirements for the Biomedical Materials Science option, the Chemistry-Based Materials Science option, and the Polymer Science option closely follow those of the B.S. in Chemistry curriculum through the sophomore year. Similarly, the Computer Science option and the Physics

- Based Materials Science option closely parallels the B.S. in Physics curriculum through the sophomore year. The specific requirements are listed below. Students in the curriculum are encouraged to participate in undergraduate research.

Common Requirements
Chemistry 11, 11L, 21, 21L
Mathematics 31, 32, 33, 83
Physics 26, 27, 101, 102
English 11, 12
Foreign Language (through level 3)
General College Perspectives (7 courses)
Applied Sciences Seminar 98

Additional Requirements
Biomedical Materials Science Option
Applied Science 141, 143, 144L, 161, 162L
Biology 11, 11L, 45, 52
Chemistry 41, 41L, 61, 62, 62L, 130, 181, 182
Physics 28, 28L,
Elective courses (6 hours)[3]

Computer Science Option
Applied Science 101, 102, 103, 104, 105
Computer Science 14, or 15, 114, 120, 121
Mathematics 81, 128, 129, 146
Physics 61
Elective courses (6 hours)[3]

Chemistry-Based Materials Science Option
Applied Science 122, 141, 142, 143, 144L, 145L
Chemistry 41, 41L, 51, 61, 62, 62L, 122, 181, 182
Mathematics 128
Physics 61, 140,169
Elective courses (6 hours)[3]

Physics-Based Materials Science Option
Applied Science 141, 142, 143, 144L, 145L
Chemistry 51, 61
Mathematics 128, 129
Physics 28, 28L, 61, 105, 107, 108, 140, 160, 169
Elective courses (6 hours)[3]

Polymer Materials Science Option
Chemistry 41, 41L, 51, 61, 62, 62L, 121, 122, 123, 124L, 141, 141L, 170L, 181, 181L, 182, 182L, 190
Elective courses (12 hours)[3]

97 Independent Study in Applied Sciences *(Var)*. Prerequisite, permission of the instructor and the Chair of the Curriculum. Independent study under a member of the Applied Sciences faculty. Fall, spring, summer.

98 Seminar (1). Current topics in Applied Sciences presented by invited lecturers. Taken once for credit preferably in the fall of the Junior year. Participation in all semesters is encouraged. Fall and spring. Staff.

99 Research in Applied Sciences for Undergraduates (3). Prerequisites, permission of the instructor and the Chair of the curriculum. May be taken repeatedly for credit. Work done in Applied Sciences 99 may be counted towards graduation with Honors or Highest Honors by petition to the Chair of the curriculum. Further details on Applied Sciences 99 and the Honors program are available from the curriculum office, 18-1 Venable Hall. At least nine hours of independent work a week. Applied Sciences faculty.

101 Introduction to Signals and Systems *(BME 106)* (3). Prerequisite, Physics 101 and permission of instructor. Analysis of linear systems by transform methods. Applications of Laplace and Fourier transform series to networks. Pole zero plots and stability analysis. Three lecture hours a week. Spring. Charlton.

102 Information, Modulation Noise and Communications Networks *(BME 107)* (4). Prerequisite, Physics 101 and permission of instructor. Physics and network models of active devices; diodes, transistors and integrated circuits. Applications of devices in systems. Frequency response of devices as well as filter design. Three lecture hours a week and three laboratory hours a week. Fall. Propst.

103 Analysis of Digital Systems *(BME 128)* (3). Prerequisites, Physics 101, 102. Application of Boolean alegebra to the analysis and synthesis of switching circuits; techniques of minimizing Boolean functions; number systems; arithmetic operations; threshold logic, asynchronous; synchronous machines. Fall. Quint.

104 Linear Control Theory *(BME 132)* (3). Prerequisite, Math 128 or equivalent. Linear control systems analysis and design are presented. Frequency and time domain characteristics and stability are studied. Spring. Charlton.

105 Digital Signal Processing I *(BME 121)* (3). Prerequisite, Computer Science 16 or equivalent. This is an introduction to methods of automatic computation of specific relevance to biomedical problems. Sampling theory, analog-to-digital conversion, digital filtering, will be explored in depth. Spring. Lucas.

121 Synthesis of Polymers *(Chem. 121)* (3). Prerequsites, Chemistry 51, 62. Synthesis and reactions of polymers. Fall. Organic and inorganic chemistry faculty.

122 Physical Chemistry of Polymers *(Chem. 122)* (3). Prerequisite, Chemistry 181; prerequisite or corequisite, Chemistry 182. Kinetics of polymerization, molecular weight distribution and molecular weight measurements, solution properties, solid state properties of macromolecules. Spring. Physical chemistryh faculty.

123 Intermediate Polymer Chemistry *(Chem. 123)* S(3). Prerequisite, Chemistry 122. Rheology and mechanical properties of polymers; plastics, fiber, and elastomer technology. Spring. Chemistry faculty.

124L Polymer Chemistry Laboratory *(Chem. 124L)* (2). Prerequisites, Chemistry 121, 122, Thermal analysis; solution viscosity; gel permeation chromatography; end group analysis; synthesis; characterization of an unknown polymer. One four-hour laboratory and one-hour lecture each week. Spring. Chemistry faculty. (Fee required)

141 Fundamental of Materials Science *(Chem. 190)* (3). Prerequisite, Chemistry 182; or prerequisite, Physics 28 and prerequisite or corequisite, Physics 105. Crystal geometry; diffusion in solids; mechanical properties of solids; electrical conduction in solids, thermal properties of materials; phase equilibria. Fall. Irene.

142 Chemistry and Physics of Electronics Materials Processing *(Chem. 192, Phys. 144)* (3). Prerequisite, Chemistry 182, or Physics 27, and permission of the instructor. A survey of materials' processing and characterization used in fabricating microelectronics devices. Crystal growth, thin film deposition and etching and microlithography, characterization techniques, electric and dielectric properties of materials. Spring. Chemistry and Physics faculty.

143 Chemistry and Physics of Surfaces *(Chem. 193)* (3). Prerequisite, Applied Sciences 141. The structural and energetic nature of surface states and sites; experimental surface measurements; reactions on surfaces including bonding to surfaces and absorptions; interfaces. Spring. Irene, Jarnagin.

144L Materials Laboratory I *(Phys. 148)* (2). Corequisite, Applied Sciences 141. Structure determination and measurement of the optical, electrical, and magnetic properties of solids. Fall. Briscoe, McNeil, Propst, Smith.

145L Materials Laboratory II *(Phys. 149)* (2). Corequisite, Applied Sciences 144L, Continuation of Applied Sciences 144L with emphasis on low- and high-temperature behavior, the physical and chemical behavior of lattice imperfections and amorphous materials, and the nature of radiation damage. Spring. Briscow, McNeil, Propst.

161 Biomaterials *(BME 112)* (3). Prerequisites, Physiology 140 or equivalent. Chemical, physical, engineering and biocompatibility aspects of materials, devices or systems for implanation in or, interfacing with, the body, cells or tissues. Food and Drug Administration and legal aspects. Fall. Hanker, Kusy.

162L Biomedical Materials Laboratory (2). Prerequisite Applied Science 144L. A laboratory evaluation of fundamental or engineering properties of various biomaterials. Scientific methodology, data analysis, and technical report writing will be stressed. Fall, spring. Kusy.

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[1] Physics 141 is required instead of Phnysics 101 and 102 in the Physics-Based Materials Science option and is an acceptable alternative in the other options.

[2] BIO 62 or 63 is a recommendced alternative for students who plan to attend dental or medical school.

[3] Participation in undergraduate research through registration in Applied Sciences 99 is recommended. Math 129 is also recommended.

[4] Computer Science 14

Army ROTC Program

Peter B. Guild, *Lt. Colonel, U.S. Army General*

The Department of Military Science at Duke University offers cross enrollment to UNC-Chapel Hill students, allowing qualified students to enroll in and complete the course of instruction required for commissioning as a Second Lieutenant in the United States Army.

Numerous benefits can be gained from experience in Army ROTC. They include academic challenges, scholarships for qualified students, leadership training, and a wide variety of extracurricular activities. Qualified students who successfully complete all course requirements receive a commission in and can compete for active duty positions in the United States Army. Interested students can call the department at 1-800-222-1984.

Academics

Students enrolled in the four year program take one class during each semester of the four years of college study. The first two years of the program concentrate on an introduction to the Army, leadership development, ethics, and applied military skills such as topography and small unit tactics. Following completion of the first two years, students progress to the advanced portion of instruction which includes hands-on application of leadership skills, land navigation, military history, and principles of military law. After completion of the third year, students attend six weeks of summer training at Fort Bragg, North Carolina, where leadership and other military skills are applied and evaluated. Following completion of the senior year, students who have successfully completed all course requirements are commissioned as Second Lieutenants in the U.S. Army.

The two-year program provides an opportunity for students who were not enrolled in the initial two years of Army ROTC to meet the requirements for commissioning in the Army ROTC to meet the requirements for commissioning in the Army. The program begins with a four-week basic camp at Fort Knox, Ky., and is designed to introduce prospective cadets to the Army and ROTC. Following successful completion of basic camp, students may enroll in the advanced portion of ROTC.

Extracurricular Activities

Army ROTC offers a wide variety of extracurricular events. During the academic year, enrolled students may join the Ranger Club, which stresses military tactics and physical fitness. The Ranger Club participates annually in regional and national competitions. Additionally, students may volunteer to attend Airborne, Air Assault, and Northern Warfare Training. Selected cadets may participate in a two-week summer program during which they are assigned to a unit in the U.S. and overseas.

Program Eligibility

The first two years of Army ROTC is open to students who are U.;S. citizens with a GPA of 2.0 or higher. Entry into the last two years of the program is restricteed to students who have displayed a genuinme interest in pursuing a commission in the U.S. Army, students who have a minimum GPA of 2.0, have two years of school left before graduation, and meet medical and age criteria.

Scholarships

Four-year scholarships are available to high school seniors. Three- and two-year scholarships are available on a competitive basis for qualified students. Scholarships pay full tuition, lab fees, book costs, and provide a $100 per month tax free stipend.

Service Obligations

Students who do not hold ROTC scholarships incur no obligation until the beginning of their junior year. Four-and three-year scholarship winners incur a service obligation at the beginning of their sophomore year.

Courses

Military Science 1L Fall Semester Laboratory. Drill and ceremony, marksmanship training, land navigation exercises, first aid, small unit tactics, and confidence course training. Mandatory for all ROTC cadets who are enrolled in Military Scioence 11, 31, 71, and 91. Must be repeated with each course. No credit. Hite.

Military Science 2L Spring Semester Laboratory. Drill and ceremony, communications, and tactical exedrcises. Mandatory for all ROTC cadets who are enrolled in Military Science 12, 32, 72, and 92. No credit. Hite.

Military Science 11 Introduction to ROTC and the Army. The military organization with emphasis on tradition, doctrine, and contribution to national objectives. Laboratory required for cadets. One credit. Case.

Military Science 12 The Military Profession. Introduction to the concept of the military as a profession. Questions of ethics and values in the military; the issue of war and morality. Laboratory required for cadets. One Credit. Case.

Military Science 31 Military Topography. Interpretation and use of topographical maps to facilitate land navigation. Consideration of the military significance of terrain. Laboratory required for cadets. One Credit. Roller.

Military Science 32 Introduction to Small Unit Tactics. Introduction to planning, organizing, and conducting small unit offensive and defensive operations. Consideration of the principles of war. Lab oratory required for cadets. One Credcit. Roller.

Military Science 71 Advanced Military Operations. Fundamentals of the conduct of military operations including advanced military topography; unit movements; route planning, nuclear, biological, and chemical defense; and military communications. Taught at Duke Univ ersity. Three Credits. Laboratory required for cadets. Hite.

Milit ary Science 72 Advanced Military Operations. Study of threat forces to include doctrine, organization, equipment, and training. Conduct of platoon offensive, defensive, and patrolling operations for Army infantry units. Taught at Duke University. Laboratory required for cadets. Prerequisite: Military Science 32. Three Credits. Hite.

Military Science 91 Military Justics and the Law of War. Introduc tion to the Uniform Code of Military Justice and its relationship to the American legal system. Theory and practice of the law of war as embodied in the Geneva, Hague and other agreements. Taught at Duke University. Laboratory required for cadets. Three Credits. Guild.

Military Science 92 Leadership and Command Management. Theory and practice of leadership, management, and counseling techniques. Taught at Duke University. Laboratory required for cadets. Three Credits. Green.

Independent Study Any serious student with an unresolvable scheduling conflict may sign up for any Army course through independent study. Permission and instructor interview is required prior to acceptance for independent study.

In addition to the above courses, students are required to complete History 89 and Philosophy 42 in order to qualify for commissioning from the Army ROTC program at UNC-Chapel Hill.

Department of Art

Mary C. Sturgeon, *Chair*
Mary Pardo, *Assistant Chair for Art History*
S. Elizabeth Grabowski, *Assistant Chair for Studio Art*

The Department of Art welcomes undergraduates to take its beginning courses as electives. Introductory courses (1 - 19 in studio art; 20 - 44 in art history) do not assume previous work in high school. Students seeking advanced placement should contact the departmental adviser in either art history or studio art.

The department offers three undergraduate majors: the B.A. in art history, the B.A. in studio art, and the B.F.A. in studio art.

In the Hanes Art Center, the department possesses fine facilities for the teaching of both art and art history, housing painting, drawing, printmaking, design studios as well as art history classrooms. Sculpture and ceramic sculpture are taught in the Art Lab building one mile north of campus.

The Sloane Art Library has a collection of over 80,000 volumes, and the slide and photograph collection is quite comprehensive. The adjacent Ackland Museum houses a growing and permanent accumulation of painting, prints, photographs, and sculpture. Our location allows easy access to the North Carolina Museum of Art in Raleigh, the Duke University Art Museum in Durham, and the National Gallery of Art in Washington, DC.

The Department of Art accepts transfer credit of 6 - 8 credit hours in art history and 6.0 credit hours in studio. Credit beyond this may be awarded by petition to the appropriate departmental adviser. One-half plus one course in the art major must be taken at UNC-Chapel Hill.

Usually in the freshman and sophomore (General College) years the student who plans to fulfill the requirements to major in art history takes Art 31, 32, 01, and 02. These four courses may be used as some of the Aesthetic Perspective or the Humanities and Fine Arts electives and the College electives in the General College Bachelor of Arts (B.A.) program. If possible, the student should take an additional elective in art history from the courses numbered 30 - 38 and 43, 44, 51, 52, 56 - 60, 62, 70 - 72, 74.

In the junior and senior years in the College of Arts and Sciences, the art history major will take at least 18 semester hours and at most 24 semester hours of art history in addition to the General College requirements. For the B.A. degree the maximum number of semester hours of art history and studio art which can be offered is 40 semester hours.

Of the art history courses required for the major, at least six semester hours must be in courses at the intermediate level (Art 50 - 89) and nine semester hours must be taken from the advanced level offerings (Art 90 - 199).

In the junior and senior years the major must take 15 to 24 semester hours in perspective courses, which include all courses taught in the departments of the Division of Humanities and Fine Arts. We especially recommend courses in Classics, English, History, Philosophy, Music, Modern Languages, and Religion. Also required are 15 to 24 semester hours in nondivisional electives, and here we recommend History and Philosophy (if not offered as allied courses), Anthropology, Psychology, and Sociology.

Art history majors should note that all classical archaeology (CLAR) courses are cross listed as art history courses. Therefore they are not counted as allied but as major courses.

Art 31H and 32H are Honors sections of these courses open to students with a B average or entering freshmen who are prepared to undertake intensive work.

Program in Studio Art: The General College

Students entering the University and intending to major in studio art should take six courses in the General College: Art 01, 02, and 03; and either 15 (Painting), 16A or B (Sculpture), 17A, B, or C (Printmaking); and either 18 (Life Drawing), or 13 (Life Sculpture); and one art history course on the 20 - 44 level.

Program in Studio Art Leading to the B.A. Degree

Most students majoring in studio art will continue in the B.A. degree program in the College of Arts and Sciences by declaration to the College. In this program, in addition to the General College art requirements, the student will take two art history courses, one of which will be on the 50 level or above; and one of which will be in the area of 19th or 20th century. One additional semester of painting, sculpture or printmaking, and studio art electives are generally taken at the beginning level for a total of 39.0 - 41.0 credit hours in the Department of Art. Any hours beyond this number will not count towards graduation.

Program in Studio Art Leading to the B.F.A. Degree

This course of study is designed as a preprofessional preparation for painters, printmakers, and sculptors. Approximately one half of the semester hours required for this degree are art courses (60 credit hours).

Admission to the B.F.A. program will be by declaration to the Dean of Arts and Sciences that the student intends to pursue the B.F.A. degree. If a student enters the University as a freshman with an intent to pursue this degree he/she is advised to contact the departmental adviser in the freshman year and no later than the sophomore year.

Courses taken in the College of Arts and Sciences under this program will include: two art history (one of which must be 50-level or above and one of which will be in the area of 19th century or 20th century); continuation of painting, sculpture, or printmaking (for an additional 14.0 credit hours); Art 13, 18 or 48; and studio art electives for a total of 17.0 - 19.0 credit hours beyond the General College, one of which may be an additional art history course. (This constitutes 41 - 43 credit hours.)

Minor in Art History

A student who plans to minor in art history should consult with an undergraduate adviser. The minor consists of five courses in art history for a total of 15.0 credit hours. Two or three courses should be selected from the beginning level (30 - 44) and the remainder from the intermediate or advanced level (50 - 199). Restrictions: Art 31 and 32 cannot be included in the minor. No studio courses can be included in the minor.

Honors in Art Students interested in doing Honors projects in either art history or studio art, to receive the B.A. or B.F.A. with honors or highest honors, must have an overall GPA of 3.2 and have demonstrated excellence in major course work in the discipline. They should first find an adviser on either the art history or studio faculty who will be willing to supervise their work.

Students enroll in the Honors courses (Art 90 for fall, Art 91 for spring) in the Honors office located in Steele Building. This should be done after consultation with both the Art Department Honors adviser and the faculty member who has agreed to supervise the work. Students should keep in close contact throughout the year with their faculty Honors adviser. The deadline for completion of the project is April 15 of the senior year, and students should inform the departmental secretary in April of the date of completion of the project so that this information can be printed in the Commencement program. See the University Honors booklet and the Departmental Honors Documents for more details.

Program in Art History

The introductory survey courses in art history are Art 31 (Ancient, Medieval, and Early Renaissance) and Art 32 (Renaissance, Baroque, and Modern), each a four credit hour course. Together these form a survey of the history of Western art from antiquity to the present. Art 31 need not be taken before Art 32. Other courses which are open to any student with no previous study in the history of art necessary are: Art 30, 33, 34, 35, 36, 37, 38, 43, and 44.

Undergraduates wishing to take art history courses numbered from 50 - 89 must have taken at least one other art history course or have permission from the instructor. Art 30, 31, 32, 33, 34, 35, 36, 37, 38, and 43 satisfy the General College requirements for the Aesthetic Perspective in Fine Arts. The following courses satisfy the requirement for the Aesthetic Perspective at the College of Arts and Sciences level: Art 51, 52, 56, 57, 58, 59, 60, 62, 70, 71, 72, and 74.

Students should check with the Department of Art for the exact listing of courses offered in a given semester. Descriptions of courses are available in the departmental office. Courses in classical archaeology (CLAR) and ancient art (for which one may receive art history credit) offered through the Department of Classics are identified by CLAR.

When looking at the course listings below, please keep the following levels in mind:

Art history beginning level courses numbered 20 - 44: no prerequisites.

Art history intermediate level courses numbered 50 - 89: prerequisite of one introductory art history course or permission of the instructor.

Art history advanced level courses numbered 90 - 199: prerequisite of one intermediate level art history course or permission of the instructor.

Introductory Courses and Courses of General Interest

21 Freshman Seminar (3).

30 History of Architecture (3). A survey of the history of architecture from the pyramids to the present for students who have had no previous art history or architectural history courses.

30H Honors in the History of Architecture (3). Admission by permission of the Honors Dean.

31 History of Western Art I (3). Art 31 is the first semester of a two-semester survey which is designed to acquaint the beginning student with the historical development of art and with the offerings and instructors of the art history faculty. Art 31 covers ancient, medieval, and early Renaissance periods. Fall.

31H Honors Section of Art 31 (3). Admission by permission of Honors Dean.

32 History of Western Art II (3). Art 32 is the second semester of the two-semester survey course including Western art from the Renaissance to modern art. Art 31 is not a prerequisite for Art 32, but all art history majors are required to take both courses. Spring.

32H Honors Section of Art 32 (4). Admission by permission of Honors Dean.

33 Ancient Survey (3). This course covers the history of ancient art as seen in historical context, discusses the Age of the Pyramids in Egypt, the tombs of the Pharaohs in Thebes, the great palaces of the Mesopotamians and the Myceneans, the frescoes of the Minoans and the Etruscans, the development of classical art in Greece, and finishes with the arts of the Roman Empire.

34 Survey of Northern European Art (3). This is a survey of major Dutch and Flemish artists from the beginning of the 15th century to the last quarter of the 17th century. It will include such artists as Jan van Eyck, Pieter Bruegel, and Rembrandt.

35 Medieval Survey (3). Study of architecture, sculpture and painting in early Christian, Byzantine, Pre-Romanesque, Romanesque, and Gothic Europe.

36 Renaissance Survey (3). This course surveys major developments in Italian art from about 1250 to about 1520, studying selected examples of painting, sculpture, and architecture to define the cultural role of art in this period.

37 Baroque Survey (3). Study of major figures of European art of the 17th century.

38 Modern Survey (3). An introduction to the visual arts of the modern period, from the mid-18th century to the present. Impressionists, Symbolists, Cubists are just a few of the schools of art studied.

43 American Art (3). From Colonial times to the present.

44 Modern Design (3). A survey of 20th century design, with emphasis on the special qualities found in America. Topics include the history of clothes fashion, industrial design such as cars, graphic arts, and architecture. The social background of design changes will be discussed, also city planning.

64 Women in the Visual Arts I (Women's Studies 64) (3). This course analyzes the representation of women in Western Art, placing special emphasis on works by women.

80 Topics in Art History (3). Selected studies which vary as offered. Prerequisite, permission of instructor.

90 Honors in Art (3). Fall. Permission of instructor.

91 Honors in Art (3). Spring. Permission of instructor.

98 Directed Readings in Art History (3). Permission of instructor.

117 Topics in the History of Architecture (3). Selected topics in the history of American and European architecture. Prerequisite, any intermediate level art history course or permission of the instructor.

124 Far Eastern Art (3). Selected topics in the history of Far Eastern art including the architecture, sculpture, painting, and minor arts of China and Japan. Prerequisite, any intermediate level art history course or permission of the instructor.

151 Women in the Visual Arts II *(Women's Studies 151)* (3). Prerequisites, one of the following: Women in Visual Arts I, Art 32, or permission of instructor. Discussion of selected topics related to the representation of women in Western Art and/or women as producers of art. Sheriff.

174 Art and Culture *(Anthropology 134, Folklore 134)* (3). Cross-cultural study of form, image, and meaning in painting, drawing and sculpture. Emphasis on the interrelationship of religion and art in selected prehistoric and contemporary sociocultural traditions. Spring. Johnson.

185 The Literature of Art (3). A study of the principal critics and historians who have contributed to the development of modern art history. Also application of the principles to specific works of art.

186 Topics in the History of Art. (3). Special topics course for particular needs not covered by the regular topics courses Art 110 - 119. Prerequisite, any intermediate level art history course or permission of the instructor.

187 Studies in the History of Graphic Art (3). Prerequisite, any intermediate level art history course or permission of the instructor.

192 The Gardens, Shrines, and Temples of Japan *(Anthropology 196)* (3). See Anthropology 196.

199 Readings in Art History (3). Readings in the history of art for individual students. Prerequisite, any intermediate level art history course or permission of the instructor.

Courses by Field of Interest

Ancient

(see also Introductory Courses)

20 (CLAR 20) Ancient Cities (3).

50 (CLAR 50) Archaeology of Italy (3).

49 (CLAR 49) Greek Archaeology (3)

77 (CLAR 77) Art of Classical Greece (3). Prerequisite, any introductory level art history course. A chronological study of the main development of Greek sculpture, architecture, and painting from the 5th to the 1st centuries B.C.

78 (CLAR 78) Roman Art (3).

110 Topics in the History of Ancient Art (3). Selected topics in the history of ancient Greek and/or Roman art and architecture. Prerequisite, any intermediate level art history course or permission of the instructor.

148 Art in the Age of Justinian and Theodora *(CLAR 148)* (3). Prerequisite, any course in history, art history, classics or permission of instructor. Interdisciplinary course is based on monuments, history and contemporary writings of Byzantine empire during the rule of Justinian I (527 - 565) and the empress Theodora (527 - 548). Approach will be comparative, analytical and contextual and will include a feminist perspective. Fall.

189 (CLAR 189) Studies in Near Eastern Archaeology (3).

190 (CLAR 190) Greek Architecture (3).

191 (CLAR 191) Architecture of Etruria and Rome (3).

193 (CLAR 193) Greek Painting (3). A survey of the development from geometric to Hellenistic painting through a study of Greek vases, mosaics, and mural paintings.

194 Archaic Greek Sculpture (3).

195 Classical Greek Sculpture (3).

196 Hellenistic Greek Sculpture (3).

198 Aegean Civilization and Near Eastern Backgrounds (CLAR 198)

Medieval

(see also Introductory Courses)

51 History of Early Christian and Byzantine Art (3). A survey of major developments in early Christian and Byzantine painting and sculpture. Prerequisite, any introductory level art history course or permission of the instructor.

52 Medieval Art in Western Europe (3). Survey of major developments in painting and sculpture in Europe during the Latin Middle ages (300 - 1400 A.D.). Prerequisite, any introductory art history course or permission of the instructor.

53 Medieval Architecture (3). Survey of Western European architecture 300 - 1300 A.D. Prerequisite, any introductory art history course or permission of the instructor.

54 Medieval Iconography (3). Understanding the meaning of Medieval art by examining the iconography of selected important works. Prerequisite, any introductory art history course or permission of the instructor.

55 Monuments of Medieval Art (3). The theory and aesthetics of medieval sculpture, painting, and architecture from 300 to 1300 A.D. in France, England, Italy, Spain, and Germany.

82 Crusader Art (3). This course surveys the main works of Crusader art in order to understand their nature and development from 1099 to 1291. The Crusader monuments are set in their historical context and in relation to Byzantine and Western European art. Prerequisite, any introductory level art history course or permission of the instructor.

111 Topics in the History of Early Medieval Art (3). Selected topics in the history of early Medieval art and architecture in Europe between the 4th and 11th centuries. Prerequisite, any intermediate level art history course or permission of the instructor.

112 Topics in Medieval Art: 1000 - 1453 (3). Selected topics in the history of medieval art and architecture in Europe between the 11th and 15th centuries. Prerequisite, any intermediate level art history course or permission of the instructor.

149A Constantinople: The City and Its Art (CLAR 149A) (3). Prerequisite, any course in history, art history, classics or permission of instructor. Interdisciplinary study of the city of Constantinople, capital of the Byzantine empire from 325 to 1453, with emphasis on the artistic, social and cultural context. Includes study of monuments and their decoration, objects, contemporary documents and sources, all within a chronological, historical framework. Fall, spring. Connor.

149B In Constantinople (CLAR 149B) (3). Prerequisite, 149A or permission of instructor. This course, taught primarily in Istanbul, once Constantinople, capital of the Byzantine empire 325 - 1453, provides first-hand experience with monuments and an overview of the history, topography, and culture of a great city in the history of civilization. Summer. Connor, Gates.

150 Romanesque Architecture (3). An in-depth survey of medieval architecture from 1000 A.D. to 1140 A.D. in France, England, Italy, Spain, and Germany. Prerequisite, any intermediate level art history course or permission of the instructor.

152 Gothic Architecture and Sculpture (3). Origins of Gothic art in France and the stages of development through the middle of the 13th century. Emphasis given to problems of methodology in the study of medieval art. Prerequisite, any intermediate level art history course or permission of the instructor.

153 History of the Illuminated Book (3). Chronological survey of major developments in book painting during the European Middle Ages from 300 to 1450 A.D. Prerequisite, any intermediate level art history course or permission of the instructor.

154 Northern European Art of the 14th and 15th Centuries (3). Prerequisite, any intermediate level art history course or permission of the instructor.

Renaissance/Baroque

(see also Introductory Courses)

56 Early Renaissance in Italy (3). The purpose of the course is to develop a solid acquaintance with representative aspects of Italian art from about 1250 to 1450. In alternate semesters the emphasis may change from Central (Florence, Rome) to Northern (Venice) Italy. Prerequisite, any introductory level art history course or permission of the instructor.

57 High Renaissance in Italy (3). The course is a survey of major Italian painting from about 1490 to 1575. From semester to semester the emphasis may alternate between Central Italian and Venetian/North Italian works. Prerequisite, any introductory level art history course or permission of the instructor.

58 Italian Renaissance Architecture (3). A survey of key architectural developments in Central (Florence, Rome) and Northern (Veneto, Lombardy) Italy between 1400 and 1600. Prerequisite, any introductory level art history course or permission of the instructor.

59 Northern European Art: Van Eyck to Bruegel (3). This course will treat the art of the Netherlands (Holland and Belgium) in detail from Jan van Eyck to Pieter Bruegel. Prerequisite, any introductory level art history course or permission of the instructor.

60 Northern European Art: Bruegel to Rembrandt (3). This course will discuss in detail the art of the Netherlands (Holland and Belgium) from Bruegel to Rembrandt. Prerequisite, any introductory level art history course or permission of the instructor.

113 Topics in Renaissance Art (3). Selected topics in the history of Renaissance art and architecture in Europe. Prerequisite, any intermediate level art history course or permission of the instructor.

114 Topics in Baroque Art (3). Selected topics in the history of Baroque art in Europe. Prerequisite, any intermediate level art history course or permission of the instructor. 160 Renaissance Art in Venice (3). A special topics upper level undergraduate course focusing on aspects of 15th and 16th century painting, sculpture, and architecture in Venice and its Dominion. Prerequisite, any intermediate level art history course or permission of the instructor.

162 (74) Sixteenth Century Italian Painting (3). Deals with major schools: High Renaissance, Leonardo, Michelangelo, Raphael; Mannerism in Rome and Florence; Venetian painting with emphasis on Titian and Giorgione. Prerequisite, any intermediate level art history course or permission of the instructor.

163 Sixteenth Century Venetian Painting (3). This course focuses on the achievements of High Renaissance painting in Venice, particularly as embodied in the major works of Giorgione, Titian, Tintoretto, and Veronese. Prerequisite, any intermediate level art history course or permission of the instructor.

164 The Art of Florence (3). A study of Florentine art from its beginning in the 16th century with primary emphasis on its religious dimensions. Prerequisite, any intermediate level art history course or permission of the instructor.

165 Sixteenth Century Dutch and Flemish Art (3). This is an advanced course concerned with the major art trends in the 16th century and their importance for the 17th century. Particular attention will be paid to the interaction between The Netherlands and Italy. Prerequisite, any intermediate level art history course or permission of the instructor.

170 History of 17th Century Dutch and Flemish Art (3). The major trends in painting, drawing, and graphics from Pieter Bruegel through Rembrandt. Prerequisite, any intermediate level art history course or permission of the instructor.

171 Italian Baroque Painting (3). An advanced course in 17th century painting in Rome. Emphasis will be given to the period 1590 to 1610; to the revolutionary innovations in light and in psychological interpretation in Caravaggio; to changing attitudes toward mythology in Annibale Carracci. The development toward High Baroque ceiling decoration will also be traced. Prerequisite, any intermediate level art history course or permission of the instructor.

172 Seventeenth Century French and Flemish Art (3). Prerequisite, any intermediate level art history course or permission of the instructor.

Modern

(see also Introductory Courses)

43 American Art (3). From Colonial times to the present.

44 Modern Design (3). A survey of 20th-century design, with emphasis on the special qualities found in America. Topics include the history of clothes fashion, industrial design such as cars, graphic arts, and architecture. The social background of design changes will be discussed, also city planning.

62 British Art (3). Survey of British painting from the time of Hogarth (ca. 1750) through the 19th century. Emphasis will be given to significant artists (Hogarth, Reynolds, Turner, Gainsborough, Constable); movements (neoclassicism, romanticism, Pre-Raphaelitism); and ideas (impact of science, industrialization). Prerequisite, any introductory level art history course or permission of the instructor.

70 Eighteenth Century Art (3). An introductory survey of the architecture, sculpture, and painting with emphasis on European developments in the "fine" and "decorative" arts from the late 17th century to the time of the French Revolution. Prerequisite, any introductory level art history course or permission of the instructor.

71 Romanticism (3). This course will focus on the theory and definition of Romanticism and will consider European art from 1800 - 1850. Prerequisite, any introductory level art history course or permission of the instructor.

72 Impressionism and Symbolism (3). A detailed study of selected paintings and associated critical texts, intended to develop an understanding of the issues of late 19th-century Impressionism and Symbolism. Prerequisite, any introductory level art history course or permission of the instructor.

74 Modern Architecture (3). Developments from 1800 to the present. Prerequisite, any introductory level art history course or permission of the instructor.

75 Twentieth Century Art (3). Survey of painting from around 1885 to the present, introducing the major artists of the day and investigating the themes revealed through their art. Prerequisite, any introductory level art history course or permission of the instructor.

76 Post-1945 Art (3). An investigation of visual arts from the end of World War II to the present time, including abstract expressionism, pop art, minimal art, new realism. Prerequisite, any introductory level art history course or permission of the instructor.

115 Topics in Modern Art (3). Selected topics in the history of European art and architecture of the 18th, 19th, and 20th centuries. Prerequisite, any intermediate level art history course or permission of the instructor.

116 (150) Topics in Modern Design (3). Prerequisite, any intermediate level art history course or permission of the instructor.

117 Topics in the History of Architecture (3). Selected topics in the history of European and American architecture. Prerequisite, any intermediate level art history course or permission of the instructor.

119 Topics in American Art (3). Selected topics in the history of American art and architecture. Prerequisite, any intermediate level art history course or permission of the instructor.

173 Eighteenth Century French Painting (3). Survey of the theory and practice of painting in France 1699 - 1800. Prerequisite, any intermediate level art history course or permission of the instructor.

180 Theories of Modern Art (3). A study of theoretical issues central to the understanding of modern art and criticism (e.g., modernism, the avant-garde, formalism, originality). Prerequisite, any intermediate level art history course or permission of the instructor.

181 (175) Modern Art and Criticism (3). Prerequisite, any intermediate level art history course or permission of the instructor.

Museum Studies

81 Topics in Connoisseurship (3). Prequisite, permission of instructor. A study of connoisseurship as a means of exploring the aesthetic and technical issues raised by art objects. Examination of the Ackland's collection will train the eye and foster an understanding of how art changes with time and human intervention.

184 Museum Studies (3). Permission of instructor required. Designed to offer the essentials of museum work to students considering careers as curators, registrars, etc. The course will use the Ackland Museum and its collection as a laboratory. Instruction will also be given in museum management, the duties of a registrar, and the packing and shipping of art works.

Studio Art Courses

All courses listed in this section are open as electives to juniors and seniors, and may be offered for credit in the College of Arts and Sciences. Art 01 and 02 fulfill the General College requirements for the Aesthetic Perspective in Fine Arts. Art 01, 02, 15, 16A, 16B, 17A, 17B, and 17C fulfill the Arts and Sciences requirements for the Aesthetic Perspective in Fine Arts.

Studio faculty teaching assignments vary each semester, and current schedules are available in the Art Department office. As a rule, painting courses are taught by Kinnaird, Saltzman, and Zaborowski; printmaking by Gadson and Grabowski; sculpture by Noe, Toubes, and Hirschfield. Drawing and design are taught by all faculty members, teaching assistants, and visiting artists. Artists-in-residence also teach courses in the media of their specialty each semester. Permission for independent study must be given by the faculty member the student wishes to study with, and a concise description of the project to be undertaken is required in writing.

Prerequisites of courses are listed beside the name. Most courses are taught every year, fall and spring, and during summer sessions. All studio courses meet for six studio hours a week and students are expected to do additional hours of independent work for each 3 credit hour course. Courses listed as variable (Var.) credit are normally taken for 2 credit hours. Upon advice of the departmental adviser and with permission of the instructor, the student may register for additional credit hours. Three hours of independent work in the studio is contracted for each additional credit hour.

Introductory Courses

01 Basic Drawing and Composition (3). Designed to develop aesthetic sensibility, analytical capacity, and fundamental skills in two-dimensional media.

02 3-D Design/Introduction to Sculpture (3). Designed to develop aesthetic sensibility, analytical capacity, and fundamental skills in three-dimensional media.

03 2-D Design (3). A study of principles common to all visual work emphasizing color, line, space, volume, texture, and their psychological and physical effect on the viewer.

Beginning Level Studio Courses

13 Life Sculpture (3). Prerequisite, Art 02. Development of proficiency in life modeling through the use of various sculpture materials (study from the model).

14 Drawing (3). Prerequisite, Art 01. Advanced topics in drawing.

15 Painting I (3). Prerequisite, Art 01. Introduction to the techniques of 2-dimensional thought and process through the application of various painting media.

16A Sculpture I (A) (3). Prerequisite, Art 02. Introduction to the techniques of 3- dimensional thought and process through the application of the various sculpture media.

16B Sculpture I (B) (3). Prerequisite, Art 02. An investigation of clay as a sculptural medium developing technical skills, aesthetic awareness, and historical perspective.

17A Printmaking I (A) (3). Prerequisite, Art 01. Introduction to the thought and process of intaglio and relief, their application and procedure.

17B Printmaking I (B) (3). Prerequisite, Art 01. Introduction to the thought and process of lithography, its application and procedure.

17C Printmaking I (C) (3). Prerequisite, Art 01. Introduction to the thought and process of screen printing, its application and procedure.

18 Life Drawing I (3). Prerequisite, Art 01. Development of proficiency in figure drawing through the use of various drawing and painting materials (study from the model).

Intermediate Level Studio Courses

45 Painting II (Var.). Prerequisite, Art 15. Continuation of 15.

46A Sculpture II (A) (Var.). Prerequisite, Art 16A. Continuation of 16A.

46B Sculpture II (B) Ceramic (Var.). Prerequisite, Art 16B. Continuation of 16B.

47A Printmaking II (A) Relief and Intaglio (Var.). Prerequisite, Art 17A. Continuation of 17A.

47B Printmaking II (B) Lithography (Var.). Prerequisite, Art 17B. Continuation of 17B.

47C Printmaking II (C) Screen Printing (Var.). Prerequisite, Art 17C. Continuation of 17C.

48 Life Drawing II (3). Prerequisite, Art 18. Continuation of 18.

65 Painting III (Var.). Prerequisite, Art 45. Continuation of 45.

66A Sculpture III (A) (Var.). Prerequisite, Art 46A. Continuation of 46A.

66B Sculpture III (B) Ceramic (Var.). Prerequisite, Art 46B. Continuation of 46B.

67A Printmaking III (A) Relief and Intaglio (Var.). Prerequisite, Art 47A. Continuation of 47A.

67B Printmaking III (B) Lithography (Var.). Prerequisite, Art 47B. Continuation of 47B.

67C Printmaking III (C) Screen Printing (Var.). Prerequisite, Art 47C. Continuation of 47C.

85 Painting IV (Var.). Prerequisite, Art 65. Continuation of 65.

86A Sculpture IV (A) (Var.). Prerequisite, Art 66A. Continuation of 66A.

86B Sculpture IV (B) Ceramic (Var.). Prerequisite, Art 66B. Continuation of 66B.

87A Printmaking IV (A) Relief and Intaglio (Var.). Prerequisite, Art 67A. Continuation of 67A.

87B Printmaking IV (B) Lithography (Var.). Prerequisite, Art 67B. Continuation of 67B.

87C Printmaking IV (C) Screen Printing (Var.). Prerequisite, Art 67C. Continuation of 67C.

Advanced Level Studio Courses

100 Individual Studies in Painting (Var.). Permission of the instructor.

101A Individual Studies in Sculpture (Var.). Permission of the instructor.

101B Individual Studies in Ceramic Sculpture (Var.). Permission of the instructor.

102A Individual Studies in Relief and Intaglio (Var.). Permission of the instructor.

102B Individual Studies in Lithography (Var.). Permission of the instructor.

102C Individual Studies in Screen Printing (Var.). Permission of the instructor.

103 Senior Seminar (2). Prerequisite, 20 hours studio art. The Senior Seminar is designed to integrate the prior learning experiences and in addition introduce the studio major to practical aspects involved in a career in the visual arts. Fall, spring.

105 Painting V (Var.). Prerequisite, Art 85. Continuation of 85.

106A Sculpture V (A) (Var.). Prerequisite, Art 86A. Continuation of 86A.

106B Sculpture V Ceramic (Var.). Prerequisite, Art 86B. Continuation of 86B.

107A Printmaking V Relief and Intaglio (Var.). Prerequisite, Art 87A. Continuation of 87A.

107B Printmaking V Lithography (Var.). Prerequisite, Art 87B. Continuation of 87B.

107C Printmaking V Screen Printing (Var.). Prerequisite, Art 87C. Continuation of 87C.

125 Painting VI (Var.). Prerequisite, Art 105. Continuation of 105.

126A Sculpture VI (Var.). Prerequisite, Art 106A. Continuation of 106A.

126B Sculpture VI Ceramic (Var.). Prerequisite, Art 106B. Continuation of 106B.

127A Printmaking VI Relief and Intaglio (Var.). Prerequisite, Art 107A. Continuation of Art 107A.

127B Printmaking VI Lithography (Var.). Prerequisite, Art 107B. Continuation of Art 107B.

127C Printmaking VI Screen Printing (Var.). Prerequisite, Art 107C.

128 Special Topics in Studio Art (Var.). Permission of the department.

155 Painting VII (Var.). Prerequisite, Art 125. Continuation of Art 125.

156A Sculpture VII (Var.). Prerequisite, Art 126A. Continuation of Art 126A.

156B Sculpture VII Ceramic (Var.). Prerequisite, Art 126 B. Continuation of Art 126B.

157A Printmaking VII Relief and Intaglio (Var.). Prerequisite, Art 127A. Continuation of Art 127A.

157B Printmaking VII Lithography (Var.). Prerequisite, Art 127B. Continuation of Art 127B.

157C Printmaking VII Screen Printing (Var.). Prerequisite, Art 127C. Continuation of Art 127C.

175 Painting VIII (Var.). Prerequisite, Art 155. Continuation of Art 155.

176A Scuplture VIII (Var.). Prerequisite, Art 156A. Continuation of Art 156A.

176B Sculpture VIII Ceramic (Var.). Prerequisite, Art 156B. Continuation of Art 156B.

177A Printmaking VIII Relief and Intaglio (Var.). Prerequisite, Art 157A. Continuation of Art 157A.

177B Printmaking VIII Lithography (Var.). Prerequisite, Art 157B. Continuation of Art 157B.

177C Printmaking VIII Screen Printing (Var.). Prerequisite, Art 157C. Continuation of Art 157C.

Curriculum in Asian Studies

J. B. Farquhar, Chair; L. Kessler, *undergraduate adviser.*

The Asian Studies Curriculum provides an undergraduate student with the opportunity to undertake an interdisciplinary study of Asia. Faculty members and departments in both the Social Sciences and Humanities cooperate in offering courses in a wide range of cubjects dealing with the historical and cultural development of Asia. The curriculum's goal is to promote an understanding of Asian peoples based on an awareness of their rich and varied heritage.

Bachelor of Arts with a Major in Asian Studies

General College: All requirements of the General College must be met.

College of Arts and Sciences: All College of Arts and Sciences perspectives requirements must be met. The major in Asian Studies consists of eight interdisciplinary courses and four language courses. Of the eight interdisciplinary courses, at least one must be chosen from each of the following three divisions: (1) History; (2) Humanities (Art, Literature, Religious Studies); and (3) Social Sciences (Anthropology, Geography, Political Science). History: 33, 34, 83, 84, 86, 87, 88, 90 (when offered on Asia), 94E, 153, 197. Humanities: Art 124; Chinese 50, 51, 115, 133, 134, 144, 145; Japanese 115; Linguistics 162; Religious Studies 39, 64, 65, 67, 99 (when offered on Asia), 160 (when offered on Asia), 161, 162, 163, 172, 175, 176, 177, 192. Social Sciences: Anthropology 20, 101, 147, 148, 174, 182, 189; Geography 166, 167; Political Science 54, 85, 95 (when offered on Asia), 123, 124, 125.

With the approval of the director of Asian Studies a student may substitute a course in directed readings (ASIA 91) for one of the interdisciplinary courses. To register for ASIA 91, a student must obtain the approval of a faculty member who will supervise the project and also of the director.

More than one Asian country must be represented among the student's interdisciplinary courses.

Of the eight interdisciplinary courses, at least six must be passed with a grade of C (not C-) or better. No interdisciplinary course may be taken pass/fail.

Language Requirements: majors must take four courses in an Asian language. Students may use these courses to fulfil the General College language perspective requirement. Up to two language courses beyond level four may count as interdisciplinary courses.

Honors: A candidate for Honors in Asian Studies will write a substantial paper under the guidance of a faculty member in Asian Studies. While researching and writing the honors paper, the student will enroll in ASIA 97 and 98, which count as two of the interdisciplinary courses of the major. The candidate will be examined by a committee composed of three faculty members, at least two of whom will be in the Asian field. To be accepted as an honors candidate, a student must meet the College of Arts and Sciences requirement of a minimum overall grade point average of 3.2, secure the consent of an Asian Studies faculty member to act as adviser of the project, and submit a proposal to the director of Asian Studies for approval.

Study Abroad: UNC-Chapel Hill sponsors several study programs (both semester and year-long) in China, India, and Japan. Asian Studies majors are strongly encouraged to take advantage of these as well as other opportunities to live and study in an Asian setting.

Asian Studies

90 Topics in Asian Studies (3). The topic of this course will vary with the instructor. The class will be limited to a seminar size, and students must receive permission from the instructor to register. Fall or spring. Staff.

91 Independent Readings (3). For the student who wishes to create and pursue a project in Asian Studies under the supervision of a selected instructor. Permission required. Course is limited to 3 credit hours per semester. Fall or spring. Staff.

97 Senior Honors Essay (3). Required for honors students in Asian Studies. Fall. Staff.

98 Senior Honors Essay (3). Required for honors students in Asian Studies. Fall. Staff.

199 Advanced Topics in Asian Studies (3). The course topic will vary with the instructor. The class will be limited to seminar size, and students must receive permission from the instructor to register. Fall, spring, summer. Staff.

Chinese

1 Elementary Chinese (4). Introduction to Mandarin Chinese providing instruction in the basic grammar common to both the spoken and written language. Spoken Mandarin will be emphasized and text materials will be in romanization. Five hours per week, three devoted to instruction in grammar and two to oral practice. Fall. Staff.

2 Elementary Chinese (4). Continued emphasis on spoken Mandarin but with accelerated presentation of characters. The aim is to present a total vocabulary of 300 characters by the end of the term. Five hours per week, three devoted to grammar and two to oral practice and drill in the writing of characters. Spring. Staff.

3, 4 Intermediate Chinese (3 each). Prerequisite, Elementary Chinese or permission of instructor. Second-year level of study of grammar of spoken language and written vernacular. Emphasis on reading and writing of characters. Fall and spring. Staff.

50 Introduction to Chinese Civilization (3). A course designed to introduce both beginning undergraduate majors in Far Eastern Studies and General College students to the Chinese world of past and present. Fall. Seaton.

51 Introduction to Chinese Culture through Narrative (3). This course shows how Chinese historical legends define and transmit the values, concepts, figures of speech, and modes of behavior that constitute Chinese culture. Fall, spring. Henry.

110, 111 Advanced Chinese (3 each). Prerequisite, Intermediate Chinese or permission of instructor. Advanced readings in Chinese. Three hours per week. Fall and spring. Staff.

112, 113 Readings in Chinese I and II (3). Prerequisite, Chinese 111 or permission of instructor. Selections from modern Chinese literature. Further training in speech and composition for students whose Chinese is already reasonably developed. Fall, spring. Henry, Seaton.

115 Topics in Chinese Literature and Language (3). Prerequisite, Chinese 111 or permission of instructor. Directed readings in Chinese literature and language on topics not covered by scheduled courses. Fall and spring. Staff.

120, 121 Literary Chinese (3 each). An introduction to the literary language of the Chinese classics. Fall and spring. Henry, Seaton.

133 Chinese Literature in Translation through the T'ang (3). A survey of Chinese literature from the classical period to the end of the T'ang dynasty (906 A.D.). Fall. Seaton.

134 Chinese Literature in Translation Since the Sung (3). A survey of Chinese literature from the Sung Dynasty to the present. Spring. Seaton.

144 Chinese Literature in Translation (3). Selected topics in Chinese literature concentrating on one period of one genre. Spring. Seaton.

145 Topics in Chinese Prose (3). Selected topics in Chinese fiction, historical writing, and prose belles lettres, concentrating on one period of one genre. Fall, spring. Henry.

162 The Structure of Chinese *(Linguistics 162)* (3). See Linguistics 162 for description.

Japanese

101 Elementary Japanese (4). Introduction to Modern Japanese with text and supplementary materials. Hiragana and katakana scripts are introduced. Weekly class hours devoted to basic sentence pattern exercises, speaking and writing practice, and creative application. Fall. Staff.

102 Elementary Japanese (4). Prerequisite, Japanese 101 or permission of the instructor. Continued beginning course of Modern Japanese with text and supplementary materials. Approximately 150 kanji are introduced. Focus on basic sentence pattern exercises, speaking and writing practice, and creative application. Free conversation encouraged. Spring. Staff.

103 Intermediate Japanese (3). Prerequisite, Japanese 102 or permission of instructor. Emphasis on situational Japanese, verb conjugations, conjunctions, and approximately 150 new kanji. Memorization of dialogs, speaking practice, and creative application expected. Participation in weekly Japanese table encouraged. Fall. Staff.

104 Intermediate Japanese (3). Prerequisite, Japanese 103 or permission of instructor. Continued emphasis on situational Japanese, verb conjugations, other grammar points, and approximately 150 - 200 new kanji. Memorization of dialogs, speaking and writing practice, and creative application expected. Participation in relevant extracurricular activities encouraged. Spring. Staff.

105 Advanced Japanese (3). Prerequisite, Japanese 104 or permission of instructor. Written Japanese introduced to students who have learned over 400 kanji. Entire class conducted in Japanese. Comparable to intensive intermediate level taught in Japan to nonnative speakers. Fall. Staff.

106 Advanced Japanese (3). Prerequisite, Japanese 105 or equivalent. Spoken and written Japanese for students who have learned more than 600 kanji. Entire class conducted in Japanese. Comparable to intensive intermediate level taught in Japan to nonnative speakers. Spring. Staff.

107 Literary Japanese (3). Prerequisite, Japanese 106 or equivalent. Designed to further improve reading skills. Students work independently using newspaper and magazine articles, literary works, academic publications, etc. Oral reports, discussions, and original compositions in Japanese required. Fall. Staff.

108 Literary Japanese (3). Prerequisite, Japanese 107 or equivalent. Designed to further improve reading and speaking skills. Students work independently using newspaper and magazine articles, literary works, academic publications, etc. Oral reports, discussions, and original compositions in Japanese required. Spring. Staff.

115 Topics in Japanese Languages and Literature (3). Prerequisite, instructor's permission. Possible areas of study include business Japanese, Japanese-English translation, and scientific technical Japanese. This course may be taken more than once for credit. Fall and spring. Staff.

The curriculum also offers programs of study leading to undergraduate academic minors in Asian Studies, in Chinese, and in Japanese.

Minor in Asian Studies

A student may minor in Asian Studies by completing five courses with at least one course chosen from each of the following three divisions: History, Humanities, and Social Sciences. Students interested in Asian language courses should consider the Chinese or Japanese minors.

Minor in Chinese (Asian Studies)

The undergraduate minor in Chinese consists of five courses beyond Chinese 3, with the first three language courses (Chinese 1, 2, and 3) being the prerequisite.

At least three of the five core courses must be chosen from among the following:

CHIN 4 Intermediate Chinese
CHIN 110 Advanced Chinese
CHIN 111 Advanced Chinese
CHIN 112 Readings in Chinese
CHIN 113 Readings in Chinese
CHIN 115 Topics in Chinese Literature and Language
CHIN 120 Literary Chinese
CHIN 121 Literary Chinese

and the other two courses may be chosen from among the following:

CHIN 50 Introduction to Chinese Civilization
CHIN 51 Chinese Culture through Narrative
CHIN 33 Chinese Literature in Translation through the T'ang
CHIN 34 Chinese Literature in Translation since the Sung
CHIN 144 Chinese Literature in Translation (topics in Chinese poetry)
CHIN 145 Topics in Chinese Prose.

Minor in Japanese (Asian Studies)

The undergraduate minor in Japanese consists of four language courses beyond Japanese 103, with the first three courses (Japanese 101, 102, and 103) being prerequisite. These four language courses may be chosen from among the following:

JAPN 104 - Intermediate Japanese
JAPN 105 - Advanced Japanese
JAPN 106 - Advanced Japanese
JAPN 107 - Literary Japanese
JAPN 108 - Literary Japanese
JAPN 115 - Topics in Japanese Language and Literature

For Further Information: Contact the Director of the Curriculum, Professor Judith Farquhar, Department of Anthropology, 301 Alumni Hall (962-8090), or the undergraduate adviser for the curriculum, Professor Lawrence Kessler, Department of History, 453 Hamilton Hall (962-5091).

Astronomy

(See Physics and Astronomy)

Department of Biochemistry and Biophysics

Michael G. Douglas, *Chair*

The Department of Biochemistry and Biophysics offers a number of courses to undergraduate students even though it has no program leading to a B.A. or B.S. degree. The department serves undergraduate students who are interested in biochemistry, particularly students seeking a health-related career. It offers courses, research opportunities and counseling to students taking premedical, predental, nursing, dental hygiene, pharmacy or public health curricula. Students majoring in other scientific disciplines such as Chemistry, Biology, or Physics also are served by the Department of Biochemistry and Biophysics.

7 Introduction to Biochemistry (4). Designed to meet the needs of Prenursing students, Predental Hygiene students and students in the Medical Allied Health Professions. Brief review of inorganic and organic chemistry followed by a survey of biochemistry. Concurrent registration in BIOC 7L required. One year of high school chemistry is strongly recommended. Three lecture hours and one two-hour laboratory a week. Fall. G. Sancar (coordinator); staff.

8 Introduction to Biochemistry (4). Prerequisite, Biochemistry 7 or equivalent. Designed to meet the needs of Prenursing students, Predental Hygiene students and students in the Medical Allied Health Professions. Covers basic and clinically relevant aspects of Biochemistry. Concurrent registration in BIOC 8L required. Three lecture hours and one two-hour laboratory a week. Spring. Toews (coordinator); staff.

40 Biochemistry of Nutrition (2). Prerequisites, Chemistry 11, 11L and 21, 21L. A study of the science of nutrition with emphasis on: food, its nutrients and their relation to health; the biochemical or physiological role of required dietary nutrients; and the relevance of nutrition in preventive dentistry. Students should gain sufficient knowledge of the subject to allow them to make value judgments about nutrition and health claims in the media. Fall. Frazier.

66 Biochemistry for Pharmacy Students (4). Prerequisites, Chemistry 61, 62, or equivalent. Lectures and recitation concerning the chemistry of biological molecules important in living organisms. Includes consideration of: enzymes, energetics, metabolism of carbohydrates, lipids, nucleic acids, proteins, and other nitrogen compounds; vitamins as coenzymes; metabolic regulation, biochemical genetics and the role of biochemistry in drug design. Spring. Piantadosi.

102 Undergraduate Research in Biochemistry (1 - 3). Prerequisites, an overall 3.0 G.P.A. and permission of course director. For juniors and seniors who wish to carry out an independent, mutually arranged research project in the laboratory of a biochemistry faculty sponsor. Restricted to on-campus work. Minimum three hours per week for each unit of credit per semester. May be repeated. May not substitute for honors, advanced elective, or other course requirements of another Department. A written report is required in each term. Fall and spring. Fried, Staff.

103 Biochemistry for Dental Students (5). Prerequisite, Chemistry 62, or equivalent. This course may be taken by qualified students who are not majoring in biochemistry. Fall. Bell; staff.

104 Enzyme Mechanisms and Metabolic Regulation (3). Prerequisite, Chemistry 130 or equivalent. A focus on enzyme architecture will illustrate how the shapes of enzymes are designed to: 1) optimize the catalytic step; 2) become allosterically modified for regulation of the rate of catalysis. Lectures will specifically address enzyme structure, evolution, kinetics, isozymes, and integration of metabolic pathways. Spring. Traut, Wolfenden.

105 Molecular Biology (3). Prerequisites, undergraduate biochemistry or genetics, and organic chemistry. Mechanisms of replication, transcription, and translation of genetic material in prokaryotic and eukaryotic systems, gene sequence and organization, biochemical genetics, and regulatory mechanisms. Fall. Popko, Swanstrom, Vos.

108 Cellular Membranes (3) Prerequisite, Chemistry 130 or equivalent. Cellular organization, structure of lipids and membrane proteins and their interactions; transport systems; biogenesis, membrane fusion, and traffic; cytoskeletal protein-membrane interactions; transmembrane signalling. Fall. Meissner, Lentz.

110 Advanced Molecular Biology I *(Microbiology 108) (Genetics 110) (Pharmacology 136) (Biology 178)* (3). Prerequisites, at least one undergraduate course in both Biochemistry and Genetics and permission of the instructor. DNA structure, function, and interactions in prokaryotic and eukaryotic systems, including chromosome structure, replication, recombination, repair and genome fluidity. Fall. Griffith, A. Sancar, Matson.

111 Advanced Molecular Biology II *(Microbiology 109) (Genetics 111) (Pharmacology 137) (Biology 179)* (3). Prerequisites, at least one undergraduate course in both Biochemistry and Genetics and permission of the instructor. RNA structure, function, and processing in biological systems including transcription, gene regulation, translation, and protein targeting. Spring. Kole, Fried, Searles.

125 Plant Physiology and Biochemistry *(Biology 125)* (3). Prerequisites, Biology 11 and Biology 41 or 52. An advanced course covering growth of plants including photosynthesis, nitrogen fixation, and biosynthesis of cellular components; developmental processes; hormonal regulation and responses to stress. Spring. Staff (Biology).

134 Case Studies in Structural Molecular Biology (3). Prerequisite, Chemistry 130 or equivalent. Principles of macromolecular structure and function with emphasis on proteins, molecular assemblies, enzyme mechanisms and ATP enzymology. Fall. Carter.

139 Hormones and Evolution *(Biology 139)* (2). Prerequisites, Chemistry 130 or Biology 52 or Biology 53 or equivalent. An introduction to the chemistry of hormones and the biochemical mechanisms underlying their biological actions in evolutionary perspective with emphasis on unifying concepts. Spring. Pearlman.

142 Biochemical Toxicology *(Toxicology 142)* (3). Prerequisites, Chemistry 130, and one additional biochemistry course (or permission of Course Director). Biochemical actions of toxicants, and assessment of cellular damage by biochemical measurements. Course intended primarily for graduate students. Spring. Holbrook (Course Director).

144 Physical Biochemistry (3). Prerequisites, Chemistry 130 and two semesters of physical chemistry. Theory and methods applicable to the study of biological macromolecules. Topics will include: macromolecules in solution, applications of random- walk theory, multiple equilibria, magnetic resonance spectroscopy, and theory and applications of fluorescence spectroscopy. Three lecture hours per week. Spring. Hermans, Lentz.

189 Nucleic Acid Techniques *(Biology 189, Genetics 189, Physiology 189)* (4). Prerequisite, permission of the instructor. An intense hands-on course for a two-week period covering recombinant DNA technology. Fee required; some scholarships available. Eight laboratory hours. Fall, spring, or summer. Marzluff.

Department of Biology

Ralph S. Quatrano, *Chair*

The Bachelor of Science and Bachelor of Arts in Biology are preferred degrees leading to careers in medical, dental, veterinary, environmental, marine, and biological sciences. Training in biology prepares students for careers in teaching, government, and private industry. State and federal agencies in agriculture, health, human services, environmental protection, etc., seek out students with good biological backgrounds. New areas of biotechnology and genetic engineering have been added to opportunities in more traditional fields of research in marine biology, limnology, pharmacy, medicine, pathology, forestry, and horticulture. The degree programs in biology can provide a liberal education directed toward an appreciation of the complexity of nature.

Departmental majors gain a firm foundation in essential areas of biology through the core curriculum, and have ample opportunity to specialize in botany, molecular biology, genetics, ecology, cell biology, physiology, developmental biology, animal behavior, animal or plant systematics, and evolution. Undergraduate degree programs are planned with flexibility to meet the diverse needs of students with widely different professional goals. This includes students who wish to complete honors, double majors, or the prerequisites for special graduate programs in biological environmental, and health-related sciences.

Bachelor of Science in Biology

This program is designed for students who intend to continue a graduate study in biological or health sciences. Students beginning the B.S. program can transfer at any time to the B.A. major without difficulty so long as the nonscience perspective elective requirements are met.

B.S. requirements include the following courses:

English 11, 12, and Foreign Language 3, 4 (through level 4; Language 4 may be taken PS/F unless Language 4 is used to satisfy the General College requirement; French, German, Russian, or other modern language in which there is a significant scientific literature are recommended).

Mathematics 31, plus one additional quantitative course from the following list: Mathematics 32, Computer Science 14, Statistics 11 (One course in statistics is recommended).

Chemistry 11-11L, 21-21L, 41-41L, 61, 62-62L.

Physics 24-24L, 25-25L, or 24c-24L, 25c-25L, or 26, 27.

Biology Major courses to include 11-11L (or advanced placement for it); Core courses, 52 (Cellular and Developmental Biology), 53 (Molecular Biology and Genetics), 54 (Population Biology and Ecology), and one Organismal Structure and Diversity course chosen from 41, 43, 51, 63-63L, 72-72L, 73-73L, 80-80L, 103, 105, 110, 111, 114-114L, or 134-134L; 4 additional Biology electives beyond 11-11L, at least two of them with laboratory and two of them numbered above 100.

Other Required Courses, 2 courses which may be additional biology or natural science, or math courses.

Perspectives (nonscience), 7 courses to include: 1 Philosophical, 2 Aesthetic, 2 Social Science, 2 Western/Non-Western Comparative courses to be chosen from approved lists.

Physical Education, 2 units (do not count toward units for graduation).

Suggested program of study for B.S. majors:

Freshman year
Biology 11, 11L
English 11, 12
Language 2, 3
Chemistry 11, 11L, 21, 21L
Mathematics 31, 32 (or Statistics 11)
Perspective (1 course)

Sophomore year
Biology core (52, 53, 54)
Language 4
Chemistry 61, 41, 41L, 62, 62L
Perspective (1 course) Physical education (1 course)

Junior year
Biology electives (3 courses)
Physics 24, 25 (or 26, 27)
Perspectives (3 courses)
Physical education (1 course)

Senior year
Biology electives (2 courses)
Natural science or Biology electives (2 courses)
Perspectives (2 courses)
Free electives as needed to complete 123 academic hours

Bachelor of Arts in Biology

This program is designed to provide greater flexibility than the B.S. in meeting broad student interests. It provides ample opportunities to gain a sound background in biology while affording greater freedom of choice for allied science and nonscience electives. Students planning on postgraduate training should consider the B.S. program, or, if electing the B.A., should make sure that sufficient mathematics, chemistry, and physics are taken to meet entrance requirements for the postgraduate program they select. Students electing a double major (see below) must take the B.A. in both biology and the second major of choice.

B.A. requirements include the following General Education and Perspective Courses:
English 11, 12, and Foreign Language through 3;
French, German, Russian, or other modern foreign language is recommended.

Math 10 plus one Mathematical Science elective chosen from: Mathematics 22, 30, 31, 32, Computer Science 14, Statistics 11, 23.

Foreign Language 3 unless Foreign Language 4 is used to satisfy the General College requirement.

Chemistry 11-11L, 21-21L, and Biology 11-11L (or advanced placement for it).

Perspectives (nonscience), 7 courses to include: 1 Philosophical, 2 Aesthetic, 2 Social Science, and 2 Western/Non-Western Comparative courses to be selected from approved lists.

Physical Education, 2 units (do not count toward units for graduation).

Major, Required Science, and Nonscience Perspectives including:

Biology Major, no fewer than 7 courses beyond 11- 11L; among these must be: Core courses 52, 53, 54, and one of the following: 41, 43, 51, 63-63L, 72-72L, 73-73L, 80-80L, 103, 105, 110, 111, 114-114L, or 134-134L; of the three remaining courses, one must be with laboratory, and one must be numbered above 100.

Other Required Courses, 4 courses which may be additional biology, natural science, or math courses.

Perspective or Capstone (nonscience) electives, 3 courses to include: 1 Philosophical, 1 Aesthetic, 1 Social Science, 1 Western/Non-Western Comparative course selected from approved lists.

In selecting required science electives, B.A. majors should consider Physics 24, 25, Chemistry 41-41L, 61, 62-62L, Mathematics 31, 32 which are required for admission to most medical, dental, veterinary, and biological graduate programs. Other selections deserving consideration are Computer Science 14, Statistics 11, and Geology 41, 42.

Suggested program of study for B.A. majors:

Freshman year
Biology 11, 11L
English 11, 12
Language 2, 3
Chemistry 11, 11L, 21, 21L
Mathematics (1 or 2 courses as required)
Perspective (1 course)

Sophomore year
Biology core (52, 53, 54)
Natural science electives (2 courses)
Perspectives (4 courses)
Physical education (1 course)

Junior year
Biology electives (2 courses)
Natural science electives (2 courses)
Perspectives (2 courses)
B.A. Perspectives (2 courses)
Physical education (1 course)
Free electives (2 courses)

Senior year
Biology electives (2 courses)
B.A. perspective (1 course)
Free electives as needed to complete 120 academic hours

Departmental Advisers for Majors

Second semester sophomores electing either the B.S. or B.A. majors in Biology will be assigned to an adviser for Biology majors in the College of Arts and Sciences plus a departmental faculty adviser. In both degree programs, approval of electives in biology and allied sciences by departmental advisers is required to assure adequate preparation for advanced courses and career goals.

Special Undergraduate Opportunities in Biology

During the second semester of the sophomore year, or later, students with a grade point average of 3 or higher in Biology courses are encouraged to consult with their Departmental Adviser concerning the following special programs of study and research experience.

Double major programs with B.A.'s in Biology and another department in the College of Arts and Sciences section. To complete a double major program, one must satisfy the minimum requirements of both departmental degrees. Double majors are most easily completed with combined B.A.'s in Biology and Chemistry; however, double majors can be taken with the choice of any two departmental programs for the B.A. in the College of Arts and Sciences. A double major cannot be arranged within the same department, or between Biology and any department outside the College (e.g., in the schools of Dentistry, Medicine, Pharmacy, Public Health, etc.).

Undergraduate Laboratory Teaching Internships and Assistantships (see Biology 90, 91). Opportunities for experience in preparation of laboratory materials and instruction in undergraduate laboratories are available for a select group of students in laboratory courses of the department. Persons interested in this experience must have had the course in question, and should contact the instructor or laboratory coordinator for the course, or get approval from the departmental Director of Undergraduate Studies, or the Department Chair.

Research in Biology for Undergraduates (Biology 98, 99). The prerequisites and requirements are outlined in the description of courses. Also, information is available from advisers, or in the departmental office on opportunities for noncredit research participation in faculty laboratories.

B.S. or B.A. in Biology with Honors (Biology 99). Candidates for honors or highest honors must secure approval in the junior year from the departmental Honors Adviser, and must have the approval of a biology Faculty Research Director. Students must register for at least six hours of research (Biology 98, 99); must maintain a grade point average in Biology courses of 3.4 or higher at graduation; must write a research paper on original findings; and must complete all other degree requirements. In addition, for a B.S. or B.A. with Highest Honors, one must also have a grade point average of 3.85 or higher in Biology courses, and in addition to other honors requirements, must present the research as an oral paper at a scientific meeting or public symposium arranged by the Department of Biology.

Directed Reading, Special Topics, and Senior Seminars (Biology 92, 95, 96, 199, see also the note following 199). Descriptions of these plans for advanced or independent study are given in the statements of course content.

Other Career Opportunities. Those who plan careers in health sciences including dentistry, medicine, and veterinary medicine should register with the Premedical- Predentistry-Preveterinary placement office in the College of Arts and Sciences, and should arrange for letters of reference from knowledgeable faculty in the Biology Department. Those who plan to teach in public schools should see the requirements for Science Teacher Programs under the School of Education. Special courses in Marine Science are offered through the Department of Biology, Curriculum in Marine Science, and the Institute of Marine Science, Morehead City, N.C.

Undergraduate Awards

The Henry VanPeters Wilson Award, established in 1976, honors Professor H.V. Wilson, first Chair of the Department of Biology at UNC-Chapel Hill. It is given annually to the senior honors student in biology whose research in molecular-cellular biology is judged by a faculty committee to be the most outstanding. The recipient receives a monetary award and personal plaque, and his or her name is inscribed on a plaque displayed in Coker Hall.

The Robert Ervin Coker Award, established in 1976, honors Professor R.E. Coker, a pioneer American ecologist and member of this department for many years. This award is given annually to the senior honors student in Biology whose research in organismal biology and ecology is judged to be the most outstanding by a faculty committee. The award includes a monetary gift and personal plaque, and the recipient's name is inscribed on a plaque displayed in Coker Hall.

The John N. Couch Award, established in 1986, honors the late John N. Couch, outstanding mycologist, Kenan Professor of botany and member, National Academy of Science. This award is given annually to the senior honors student with interests in plant biology who has demonstrated the highest ideals of scholarship and research. The award includes a monetary gift and personal plaque, and the recipient's name is inscribed on a plaque in Coker Hall.

The Irvine R. Hagadorn Award, established in 1981, honors Professor I.R. Hagadorn, teacher and student adviser in the department from 1962 until 1981. This award is given annually to the junior in Biology with the highest overall scholastic average. The award includes a monetary gift and personal plaque, and the recipient's name is inscribed on a plaque displayed in Coker Hall.

The Francis J. LeClair Award, established in 1974, honors the late Francis J. LeClair, renowned horticulturist and for many years University Landscape Architect. This award is presented annually to the outstanding member of the graduating class who has majored in Biology with a specialization in Botany. The award includes a monetary gift and personal plaque, and the recipient's name is inscribed on a plaque displayed in Coker Hall.

Minor in Biology

A student may minor in Biology by taking four courses (14 - 16 credits total) distributed as follows:
Two of the three Biology core courses (52, 53, 54).

One Biology course with laboratory.

One Biology course numbered above 100.

Biology 11 and 11L may not be used to satisfy these requirements.

Courses for Undergraduates Only

Stated prerequisites are understood to mean "or equivalent" and may be waived by the course instructor for students who are adequately prepared.

NOTE: Biology 11-11L is the prerequisite for most advanced work in Biology. However, entering Freshmen may place out of Biology 11-11L by either: (1) scoring 3 or higher on the Biology Advanced Placement examination prior to registration, or (2) by taking and passing the Department of Biology placement test during orientation week. Qualified students may thus waive Biology 11-11L and proceed directly to higher biology courses for which it is a prerequisite.

9 Freshman Seminar (3). No prerequisite. Does not count toward major. Limited to freshmen. The subject changes with each offering and will deal with topics of current interest in Biology. Three discussion hours a week. (On demand). Staff.

10 Issues in Modern Biology (3). For students not majoring in biology. (Students who have taken any other course in the Biology Department may not register for this course.) Recent advances in the understanding of major principles in biology. Emphasis to include the relevance and application of such advances to humans, society, and the environment. Three lecture hours a week. Fall and spring. Staff. (GC Natural Sciences (no lab) perspective.)

11 Principles of Biology (3). Open to all undergraduates. Prerequisite to most higher courses in biology. An introduction to the fundamental principles of biology, including cell structure, chemistry and function, genetics, evolution, adaptation, and ecology. (See Note above concerning Advanced Placement examination.) Three lecture hours a week. Fall, spring and summer. DeSaix and Staff.

11L Introductory Biology Laboratory (1). Corequisite or prerequisite, Biology 11. An examination of the fundamental concepts in biology with emphasis on scientific inquiry. Biological systems will be analyzed through experimentation, dissection, and observation. Three laboratory hours a week. Fall, spring, and summer. DeSaix and Staff.

41 Plant Biology (4). Prerequisites, Biology 11, 11L. Designed for students with an interest in natural sciences. An introduction to the principles of botany including structure, function, reproduction, heredity, environmental relationships, evolution, and classification of plants. Three lectures and three laboratory hours a week. Spring. Gensel, Hommersand.

43 Local Flora (4). Prerequisites, Biology 11, 11L. Open to all undergraduates. Recognition and identification of vascular plants with emphasis on the use of keys and other identification devices. Two lecture and four laboratory hours a week. Spring. Massey.

44 Economic Botany (3). Sophomore elective. A survey of the uses and economic aspects of plants and plant products in our present-day society, including horticultural, agricultural, and forest plants and the uses of plant materials in industry. Spring. Bell.

45 Fundamentals of Human Anatomy and Physiology (3). Prerequisites, Biology 11, 11L. Basic structure and function in the human body and their explanation by principles of embryology, histology, heredity, and evolution. Three lectures hours a week. (NOTE: Students will not be allowed to receive credit for this course and Biology 62.) (For laboratory, see Biology 63L.) (For laboratory, see Biology 63L.) Fall, spring, and summer. Bynum and Staff.

46 Biology of the Fungi (3). Prerequisites, Biology 11, 11L. A review of fungi and mycetozoans. Their life cycles, uses in genetic and developmental research, ecological importance, industrial uses, and importance as plant, animal, and human pathogens. (On demand). Staff.

47 Horticulture (4). Prerequisite, Biology 11. The cultivation, propagation, and breeding of plants, with emphasis on ornamentals. Control of environmental factors for optimal plant growth. Laboratory exercises include plant culture, propagation, pruning, and identification of common ornamentals. Two lecture, one recitation, and three laboratory hours a week. Fall. Parks.

51 Plant Diversity (4). Prerequisites, Biology 11, 11L. A survey of the major groups of plants emphasizing interrelationships, comparative morphology, and other topics of biological importance. Culturing techniques and some field work are included. Two lecture and four laboratory hours a week. Fall. Dickison.

52 Cellular and Developmental Biology (4). Prerequisites, Biology 11, 11L. Fundamentals of cell structure and activity in relation to special functions, metabolism, reproduction, embryogenesis, and with an introduction to the experimental analysis of cell physiology and development. Three lectures and one recitation- demonstration-conference hour a week. Fall, spring, and summer. Staff.

53 Molecular Biology and Genetics (4). Prerequisites, Biology 11, 11L. Structure and function of nucleic acids, principles of inheritance, gene expression, and genetic engineering. Three lecture hours and one recitation-demonstration-conference hour a week. Fall, spring, and summer. Staff.

54 Ecology and Population Biology (4). Prerequisites, Biology 11, 11L. Principles governing the ecology and evolution of populations, communities and ecosystems, including speciation, population genetics, population regulation and community and ecosystem structure and dynamics. Three lecture and one recitation demonstration-conference hour a week. Fall, spring, and summer. Staff.

55 Environmental Biology (3). No prerequisite. Concepts of ecology are reviewed and related to problems of human population, regulation, resource utilization and environmental pollution. Does not count toward a major in Biology. Three lecture hours a week. (On demand). Staff.

62 Introduction to Mammalian Physiology (3). Prerequisites, Biology 11, 11L. A basic course in mammalian physiology designed for preprofessional and Biology majors. The structure and function of the major organ systems will be discussed with an emphasis on system integration and body homeostasis. Three lecture hours a week. (NOTE: Students will not be allowed to receive credit for this course and Biology 45.) Fall and spring. Merrick.

62L Physiology Laboratory and Demonstration (1). Prerequisite or corequisite Biology 62. A laboratory discussion class which presents current methodology used in monitoring the function of specific organ systems. Three laboratory hours a week. Fall and spring. Koeppe.

63 Structure and Evolution of Vertebrates (3). Prerequisites, Biology 11, 11L. A history of the human body with emphasis on evolutionary history of vertebrates and anatomical evolution of organ systems. Three lecture hours a week. Spring. Feduccia.

63L Vertebrate Structure and Evolution Laboratory (1). Prerequisite, or corequisite, Biology 45 or 63. Vertebrate comparative anatomy of organ systems and their evolution with emphasis on human anatomy. Three laboratory hours a week. Fall, spring, and summer. Bynum.

72 Vertebrate Field Zoology (3). Prerequisites, Biology 11, 11L. Introduction to the diversity, ecology, behavior and conservation of living vertebrates. Three lecture hours a week. Fall. Wiley.

72L Vertebrate Field Zoology Laboratory (1). Corequisite, Biology 72. Study of a diversity of vertebrates in the field. Three laboratory and field hours a week, including two weekend trips. Fall. Wiley.

73 Animal Behavior (3). Prerequisites, Biology 11, 11L. An introduction to animal behavior, with emphases on the diversity and adaptation of behavior in natural conditions. Three lecture hours a week. Fall and spring. Mueller, Wiley.

73L Animal Behavior Laboratory (1). Prerequisite, or corequisite, Biology 73. Techniques of observation and experiments in animal behavior. Three laboratory hours a week. Fall and spring. Mueller, Wiley.

78 Evolution and Man (3). Prerequisite, Biology 11, or one course in biological science. A survey of history, mechanisms, and evidences for organic evolution; the origin and diversity of animal life in time and space; and the place of man in nature. Three lecture hours a week. Fall or spring. Staff.

80 Biology of Insects (3). Prerequisites, Biology 11, 11L. Study of insects with emphasis on physiology, ecology, and behavior. Three lecture, discussion, and demonstration hours a week. Spring. Staff.

80L Biology of Insects Laboratory (1). Prerequisite, or corequisite, Biology 80. Identification of insects and laboratory studies in insect physiology, ecology, and behavior; student projects in insect biology. Three laboratory hours a week and field collections. Spring. Staff.

90 Laboratory Intern in Biology (1 P/F). Prerequisites, 3.0 or higher in course in question and all Biology work, and permission of the instructor. Experience to include laboratory preparations, demonstrations, assistance, and attendance at weekly laboratory preparation meetings for the course. Interns will not be involved in any aspects of grading in the course. May be repeated with credit. Three laboratory hours a week. Fall and spring. Staff.

91 Laboratory Teaching Assistant in Biology (2 P/F). Prerequisites, 3.0 or higher in course in question and all Biology work and permission of the instructor and the Chair. Experience and duties to include attendance at weekly laboratory preparation meetings for the course, laboratory preparations, demonstrations, instruction, and grading in one section of laboratory course. May be repeated with one credit. Three laboratory hours a week. Fall and spring. Staff.

92 Senior Seminar (1). Prerequisite, faculty recommendation. Offered to seniors for more detailed and comprehensive exposure to unifying principles in Biology. Discussions and analyses of selected topics by students. Three seminar hours a week. (On demand). Staff.

94B Milestones in Biology and Medicine (3). No prerequisite. Introductory biology is recommended. The illnesses and infirmities of mankind have resulted in personal tragedies, scientific puzzles and regional disasters. The biological basis, cultural associations and medical responses to major health problems from ancient times to the present will be considered. Spring or summer. Misch.

95 Directed Reading (2 - 4). Prerequisite, permission of the staff. Extensive and intensive reading of the literature of a specific biological field directed by an appropriate member of the faculty. Written reports on the readings, or a literature review paper will be required. Offered on demand. Each semester. Staff.

96 Special Topics (2 or 3). Prerequisite, permission of the staff. An undergraduate seminar course devoted to consideration of pertinent aspects of a selected biological discipline. Offered on demand. Each semester. Staff.

96L Special Topics Laboratory (Var.) (1 or 2). Permission of the staff. An undergraduate laboratory course covering aspects of a specific biological discipline. Laboratory reports will be required. Research work is not included in this course. Fall, spring, summer. Matthysse, Staff.

98 Undergraduate Research (Var). Prerequisites, Biology 11, 11L, an overall 3.0 grade point average, and permission of a faculty research director. Open to juniors and seniors. Directed readings with laboratory study on a selected topic. A final written report is required in each term. May be repeated. Biology 98 credit from 3 to 5 hours may be counted as one lecture course in the major; or 6 hours and more of 98, or 98 and 99 credit, can be counted as a lecture course with a laboratory in the major. Fall, spring, and summer. Staff.

99 Senior Honors Thesis (4). Prerequisites, 3 credit hours of Biology 98, and permission of a faculty research director. See also the description of Honors and Highest Honors under Special Undergraduate Opportunities in Biology in the statement preceding course descriptions. Required of all candidates for Honors or Highest Honors in their senior year. Spring. Staff.

Courses for Graduates and Advanced Undergraduates

The stated prerequisites should be interpreted to read "or equivalent" and may be waived by the course instructor for students who are adequately prepared.

101 Structure, Function and Development of Plants (4). Prerequisites, Biology 52 or 53. A modern approach to growth, development, differentiation and physiological processes in plants. Three lecture and three laboratory hours a week. Spring. Jones, Hommersand.

103 Introduction to Plant Taxonomy (4). Prerequisites, Biology 11, 11L. Introduction to the taxonomy of vascular plants. Principles of classification, identification, nomenclature, and description. Laboratory and field emphasis on phytography, families, description, identification, and classification of vascular plant species. Three lecture and three laboratory hours a week. Fall. Massey, Chase.

104 Vertebrate Embryology (3). Prerequisite, Biology 45 or 52. Principles of development with special emphasis on gametogenesis, fertilization, cleavage, germ layer formation, organogenesis, and mechanisms with experimental analysis of developmental processes. Three lecture hours a week. Fall or spring. Harris.

104L Vertebrate Embryology Laboratory (1). Prerequisite or corequisite, Biology 104. Descriptive and some experimental aspects of vertebrate development. Three laboratory hours a week. Fall or spring. Harris.

105 Invertebrate Zoology (4). Prerequisites, Biology 11, 11L and one additional course in Biology. An introduction to the major invertebrate phyla emphasizing the morphology, behavior, classification, and ecology of marine invertebrates. Three lecture and three laboratory hours a week. Spring. Lohmann.

106 Advanced Invertebrate Zoology (4). Prerequisites, Biology 11, 11L, and 105. The biology of animals in the minor invertebrate phyla with emphasis on interrelationships of all phyla. Three lecture and three laboratory hours a week. Spring. Staff.

108 Microbiology (3). Prerequisites, Biology 53 or consent of the instructor. Bacterial form, growth, physiology, genetics and diversity. Bacterial interactions including symbiosis and pathogenesis (animal and plant). Use of bacteria in biotechnology. Brief introduction to fungi and viruses. Spring. Matthysse.

108L Microbiology Laboratory (1). Prerequisite or corequisite, Biology 108. Sterile technique, bacterial growth and physiology, bacterial genetics, bacteriophage, and bacterial diversity. Spring. Matthysse.

109 Introduction to Hydrobiology (4). Prerequisite, Biology 54 or 105. A study of the biology of aquatic organisms with emphasis on freshwater communities. Two lecture and six laboratory and field hours a week. On occasion. Staff.

110 Invertebrate Paleontology *(Geology 132)* (4). Prerequisites, Geology 16 or Biology 11; or permission of the instructor. A survey of the major invertebrate phyla represented in the geologic record, with emphasis on broad skeletal morphology, evolutionary trends, ecology, and biostratigraphic significance. Three lecture and two laboratory hours a week. Fall. Carter.

111 Algae *(Marine Science 111)* (4). Prerequisites, Biology 11, 11L. An introduction to the identification, biology, ecology, and evolution of the algae. Two lecture and four laboratory hours a week. Spring. Hommersand.

113 Marine Algae *(Marine Sciences 113)* (4). Prerequisites, Biology 11, 11L. Structure, reproduction, systematics and ecology of marine algae. The laboratory will include field studies and culture techniques. Two lecture and four laboratory hours a week. Spring. Hommersand.

114 Avian Biology (3). Prerequisites, Biology 11, 11L, and one additional course in Zoology. A study of avian evolution, zoogeography, migration patterns, behavior, food and feeding habits, and a survey of the families of birds of the world with emphasis on North Carolina avifauna. Three lecture hours a week. Fall. (Alternate years, or on demand.) Feduccia.

114L Avian Biology Laboratory (1). Prerequisite or corequisite, Biology 114. Avian anatomy, field biology, and a study of the birds of North Carolina. Three laboratory hours a week. Fall. (Alternate years, or on demand.) Feduccia.

116 Population Biology (3). Prerequisite, Biology 54. Introduction to the ecological and genetic properties of populations, and the mechanisms of persistence and evolution of populations. Three lecture hours a week. Fall or spring (alternate years). Stiven.

118 Comparative Animal Histology (4). Prerequisites, Biology 52 and one biology with laboratory. Study of cells, tissues and organ systems from selected examples of vertebrates and invertebrates to reveal unity and diversity of structure and function. Comparative structure and physiology will be emphasized. Two lecture and six laboratory hours a week. Spring. Misch, Kier.

120 Comparative Physiology (3). Prerequisites, Biology 11, 11L. One course in physiology is recommended. An examination of the physiology of animals using a comparative approach. Both invertebrate and vertebrate physiology will be included with an emphasis on "whole- animal" physiology. Fall or spring. Kier.

120L Comparative Physiology Laboratory (1 to 3). Corequisites, Biology 120, and permission of the instructor. Instrumentation and techniques in comparative physiology. Hours and credits by prior agreement (with two to three laboratory hours a week per unit credit). Fall or spring. Kier.

121 Introduction to Neurobiology (3). Prerequisite, Biology 52 and 53. Survey of neurobiological principals in vertebrates and invertebrates, including development, morphology, physiology, and molecular mechanisms. Three lectures a week. Spring. Bollenbacher.

122 Human Genetics *(Genetics 122)* (3). Prerequisite, Biology 53. Pedigree analysis, inheritance of complex traits, DNA damage and repair, human genome organization, DNA fingerprinting, the genes of hereditary diseases, chromosomal aberrations, cancer and oncogenes, immunogenetics and tissue transplants. Three lecture hours a week. Spring 1993 and alternate years. Maroni.

123 Pathogenic and Symbiotic Interactions of Plants with Microorganisms (3). Prerequisite, Biology 108 or equivalent. Pathogenic and symbiotic interactions of viruses, bacteria, and fungi with plants. Emphasis on molecular aspects. Fall. Matthysse.

124 Plant Biochemistry (3). Prerequisite, Chemistry 61. Study of carbohydrates, lipids, N fixation, NO1 and NO3 reduction, pigments, photosynthesis, and respiration in plants. (On occasion.) Domnas.

125 Plant Physiology and Biochemistry *(Biochemistry 125)* (3). Prerequisites, Biology 11, and 41 or 52. An advanced course covering growth of plants including photosynthesis, nitrogen fixation, and biosynthesis of cellular components; developmental processes; hormonal regulation; and responses to stress. (On demand). Staff.

126 Oceanography *(Marine Science 101; Environmental Science 127; Geology 101)* (3). Prerequisites, Biology 11, Chemistry 21, and Physics 25, or permission. An interdisciplinary study of the sea and the interrelationship of marine processes. Three lecture hours a week. Fall. Neumann. Spring. Frankenberg.

128 Topics in Membrane Biology (3). Prerequisites, Biology 52 and Chemistry 62, or permission of the instructor. The structure and function of various biological membranes. Three lecture and discussion hours a week. Fall. (Alternate years.) Misch.

129 Laboratory in Cell Biology (4). Prerequisites, Biology 52 and 53. Modern methods to study cells, technical skills necessary for research in cell and molecular biology, knowledge of good lab practice, operation of technical instrumentation. Spring. Jones

130 Introduction to Biological Chemistry *(Chemistry 130)* (3). Prerequisites, Chemistry 62, 62L; Biology 11. The study of cellular processes including catalysis, metabolism, bioenergetics, and biochemical genetics. The structure and function of biological macromolecules involved in these processes will be emphasized. Spring. Biological chemistry faculty.

131 Endocrinology (3). Prerequisites, Biology 52 or 62. Principles of neuroendocrine and endocrine systems of vertebrates and selected invertebrates with consideration of the anatomy and physiology of glands of internal secretion. Hormone chemistry and interendocrine relationships are also emphasized. Three lecture hours a week. Spring. Bollenbacher.

132 Evolutionary Mechanisms (3). Prerequisites, Biology 11, 11L. A broad survey of the biological interactions and mechanisms of organic evolution with special emphasis on the evolutionary effect of environmental changes, and genetic variations contributing to evolution. Spring. Bell.

133 Floristics (4). Prerequisite, Biology 103 or equivalent. Primarily field and laboratory identification of special groups; aquatic and marsh plants, trees and shrubs, grasses and sedges, composites, ferns and fern allies, seasonal flora. One lecture and six laboratory hours a week. Fall. Staff.

134 Invertebrate Development and Evolution *(Marine Sciences 134)* (3). Prerequisites, Biology 11, 11L. A survey of diversity in animal development and life cycles with emphasis on free-living marine invertebrates. Three lecture hours a week. Fall. (Alternate years.) Staff.

134L Invertebrate Development Laboratory *(Marine Sciences 134L)* (1 or 2). Prerequisite or corequisite, Biology 134. Laboratory experience in obtaining, culturing, and identifying embryonic, larval, and planktonic materials, with emphasis on free-living marine forms. Three scheduled laboratory hours a week; or, with special permission, three or more additional hours a week on an independent project for one additional unit of credit, with 134. Staff.

135 Taxonomy of Special Groups of Nonvascular Plants (2 - 6). Prerequisite, Biology 51. Field and laboratory identification and classification of special groups of nonvascular plants: 135a Aquatic Phycomycetes; 135b Marine fungi; 135c Fleshy fungi; 135d Mycetozoans; 135e Marine algae; 135f Freshwater algae. Nine laboratory hours a week. Fall and summer. Staff.

139 Hormones And Evolution *(Biochemistry 139)* (2). Prerequisite, Biochemistry 100 or Biology 52 or Biology 53 or equivalent. An introduction to the chemistry of hormones and the biochemical mechanisms underlying their biological actions in an evolutionary perspective with emphasis on unifying concepts. Spring. Pearlman.

140 Biological Oceanography *(Marine Sciences 104; Environmental Sciences 136)* (4). Prerequisite, Biology 54 or 105 or permission. Physical, chemical, and biological factors characterizing estuarine and marine environments emphasizing factors controlling animal and plant populations including methods of analysis, sampling, and identification. Three lecture and two laboratory hours a week. Summer. Staff.

141S Special Problems in Marine Biology *(Marine Sciences 141S)* (3 to 6). Prerequisite, Biology 140 and/or permission of instructor. Comprehensive survey of problems and laboratory methods in any of the following areas: Mollusca (Chestnut), Vertebrate (Fahy, Schwartz), Fungi (Kohlmeyer), Ecology (Peterson). Hours and credits by prior agreement (with five or more laboratory and conference hours a week per unit credit), first or second summer terms (offered on demand at Morehead City, N.C.). Staff of Institute of Marine Sciences.

142 Plant Ecology (4). Prerequisite, Biology 54. Consideration of terrestrial, vascular plant ecology including environmental physiology, population dynamics, and community structure. Laboratory stresses collection and interpretation of field data. Three lecture and three laboratory hours a week. Fall. (Alternate years.) Peet.

143 Ecological Plant Geography *(Geography 143)* (3). Prerequisite, Biology 11 or Geography 10. Description of the major vegetation types of the world including their distribution, structure, and dynamics. The principal causes for the distribution of plant species and communities, such as climate, soils, and history will be discussed. Fall. (Alternate years.) Peet.

144 Developmental Biology (3). Prerequisites, Biology 52 or 53 and Chemistry 61. An experimental approach to an understanding of animals and plants. The approach covers developmental processes, molecular, genetic, cell biological and biochemical techniques, with an emphasis on the molecules involved in development. Spring. Gilbert, Harris.

145 Hypothesis Testing in Ecology (3). Prerequisites, Biology 54 and permission of the instructor. A discussion of how ecological theories are constructed and how they should be tested. The nature of hypotheses, the promulgation of null hypotheses, and the use of specific experiments will be covered. Three lecture hours a week. Spring. (Alternate years.) Staff.

146 Marine Ecology *(Marine Sciences 146)* (3). Prerequisite, Biology 54 or 105 or permission of the instructor. An introductory study of oceanography as it pertains to the ecology of marine organisms. Three lecture hours a week. Spring. (1986 and alternate years.) Peterson.

147 Field Ecology (4). Prerequisites, Biology 54. Application of ecological theory to terrestrial and/or freshwater systems. Lectures will acquaint students with these systems and emphasize quantitative properties of interacting population and communities within them. The required laboratory will teach techniques and methodology applicable for analysis of these systems. Individual and group projects will emphasize experimental testing of ecological theory in the field. Two lecture and six field hours a week. Fall or spring of alternate years. Reice, Staff.

148 Freshwater Ecology (3). Prerequisite, Biology 54. Physical, chemical, and biological factors influencing the structure and function of biological communities in lakes and reservoirs. Three lecture hours a week. Fall or spring. (Alternate years.) Smith.

148L Freshwater Ecology Laboratory (1). Prerequisite or Corequisite, Biology 148 and permission of the instructor. Laboratory and field methods in freshwater ecology, including water chemistry, photosynthesis and respiration measurements, and sampling and identification of freshwater biota. Three laboratory hours a week. Fall or spring. (Alternate years.) Smith.

149 Ecosystem Structure and Function (3). Prerequisite, Biology 54 or a course in limnology or geochemistry. Pattern and process in natural ecosystems, with stress on comparative approaches to ecosystems and analysis. Topics include primary and secondary productivity, nutrient cycling, and the biogeochemistry of aquatic and terrestrial ecosystems. Three lecture hours a week. Fall or spring. (Alternate years.) Smith.

149L Ecosystem Structure and Function Laboratory (1). Corequisites, Biology 149 and permission of instructor. Use of data to generate empirical models of ecosystem patterns or processes. Individual research projects. Three laboratory hours a week. Fall or spring. (Alternate years.) Smith.

150 Animal Societies and Communication (3). Prerequisite or corequisite, Biology 73. Comparative review of animal societies; diversity of social structure, social dynamics, communication, ecology, and evolution of social organization. Three lecture hours a week. Spring. (Alternate years.) Wiley.

151 Behavioral Ecology (3). Prerequisites, Biology 54 or 73. Behavior as an adaptation to the environment. Evolution of behavioral strategies for survival and reproduction. Optimality, and ""games that animals play". Three lecture hours a week. Fall. (Alternate years.) Mueller.

152 Plant Anatomy (5). Prerequisite, Biology 51. Introduction to the development and comparative anatomy of vascular plants. Practice in methods of anatomical microtechnique. Three lecture and four laboratory hours a week. Spring. Dickison.

153 Comparative Morphology of Vascular Plants (5). Prerequisite, Biology 51. Comparative morphology and evolutionary relationships of the Tracheophyta. Both living and fossil forms will be considered. Three lecture and four laboratory hours a week. Spring. Gensel.

154 Neuroethology (3). Prerequisite, Biology 52 or permission. The neurobiological basis of animal behavior at the level of single cells, neural circuits, sensory systems, and organisms. Lecture topics range from principles of cellular neurobiology to ethological field studies. Fall (alternate years). Lohmann.

155 Comparative Biomechanics (3). Prerequisites, Biology 11, 11L, Physics 24 and 25 recommended. Principles of fluid and solid mechanics applied to a variety of biological systems. Both invertebrates and vertebrates will be included. Fall. Kier.

156 Marine Invertebrate Field Zoology (4). Prerequisites, Biology 105 or 134, and permission of the instructor. Biological aspects of selected groups of marine invertebrates (especially of the North Carolina coast) with assistance from visiting specialists. Content will change with each offering and the course may be repeated with credit. Three lecture and three laboratory hours a week, with two weekend field trips to North Carolina coast, one three-day cruise on the research vessel, Cape Hatteras, and one field trip to the Florida Keys during spring recess. (On occasion.) Staff.

157 Problems in Vertebrate Evolution *(GEOL 157)* (3). Prerequisites, Biology 63 or permission of the instructor. A study of the major transitions in vertebrate evolution and associated problems in evolutionary biology, structural change, paleoecology, biogeography and earth history, physiology and behavior. Fall. Feduccia.

158 Evolutionary Patterns (3). Prerequisites, Biology 54 and permission of the instructor. Discussion of current problems and recent advances in our understanding of evolution, including the relationship between ecological processes and the predictability of evolution. Three lecture hours a week. Spring. Staff.

160 Developmental Genetics (3). Prerequisite, Biology 53. The genetic control and molecular basis for gene expression during development. Three lecture hours a week. Spring. Bautch, Peifer.

161 Principles of Genetic Analysis *(Genetics 112)* (3). Prerequisite for undergraduates, Biology 53. For graduate students, an undergraduate genetics course or permission of instructor. Analysis of recombination and other genetic interactions in prokaryotes, eukaryotes and viruses. Spring. Petes, Lucchesi, Bott.

163 Laboratory Experiments in Genetics (4). Prerequisite, Biology 53. Experiments using a range of organisms from bacteria to Drosophila, higher plants and man to sample organismal and molecular genetics. One lecture hour, four laboratory hours. Spring. Parks and Staff.

164 Molecular Biology (3). Prerequisites, Chemistry 61 and Biology 53. Emphasis is on prokaryotic molecular biology, plasmids l phage and single strand phages. Three lecture hours a week. Fall. Stafford.

165 Plant Molecular Biology (3). Prerequisite, Chemistry 61. Molecular aspects of plant growth and development. Emphasis on embryogenesis, light regulated genes, developmentally regulated multi-gene families, transposable elements, organellar genomes, nitrogen fixation, genetic engineering, vira, and viroids. Fall. Staff.

166 Unsolved Problems in Cellular Biology (3). Prerequisite, Biology 52 or 53. A survey of areas of current interest in cytology, embryology, and genetics with concentration on problems which remain unsolved, but which appear to be near solution. Three lecture and discussion hours a week. Spring, 1989 and alternate years. Harris, Pukkila.

167 Advanced Cell Biology (3). Prerequisites, Biology 52 and 53. An advanced course in cell biology, with emphasis on the biochemistry and molecular biology of cell structure and function. Three lecture hours a week. Fall. Matson, Kay.

168 Biophysical Cytology (3). Prerequisite, Biology 52. Emphasis on theory and application of analytical and quantitative methods in light and electron microscopy; molecular and structural probes of dynamic changes in organization in living cells. Three lecture and demonstration hours a week. Spring. (Alternate years.) Salmon.

168L Biophysical Cytology Laboratory (3). Prerequisites or corequisites, Biology 168 and permission of the instructor. Laboratory experience in quantitative polarization, interference and fluorescence microscopy; photometry, video recording techniques and methods in micromanipulation and microinjection. Each student will develop an individual research project. Six laboratory hours a week. Fall or spring. Salmon.

171 Molecular Biology Techniques (4). Prerequisite, permission of instructor; Biology 164 recommended. Experiments with bacterial phage, nucleic acid isolation and properties, recombinant DNA techniques and DNA sequencing. Additional hours in laboratory will be necessary to complete assignments. Spring. Stafford.

172 Cytogenetics *(Genetics 172)* (3). Prerequisite, Biology 53. Critical study of research papers concerned with the behavior and organization of chromosomes. Three lecture hours a week. Fall 1987 and alternate years. Barry.

173 Plant Genetics and Speciation (3). Prerequisite, Biology 53. Mendelian genetics of vascular plants, with emphasis on genetic phenomena characteristic of vascular plants and the role of heredity in speciation. Fall. (Alternate years.) Parks and Matthysse.

174 Advanced Physiology (3). Prerequisites, Biology 62 or 120 and permission of the instructor. Topics in various areas of physiology. The topics will vary from year to year. May be repeated with credit. Three discussion hours a week. Fall or spring (on demand). Koeppe.

175 Special Topics (3). Prerequisite, permission of the instructor. Lectures by visiting faculty. Topics will change with each offering; may be repeated for credit. Three lecture and discussion hours a week. Fall or spring. (On occasion.) Visiting Staff.

176 Cell Physiology (3). Prerequisite, Biology 11, 52, Chemistry 61. Bioenergetics, enzymes, membranes, transport and diffusion, mitochondria, chloroplasts, macromolecules, bioelectricity, endocytobiology, photoreceptors, molecular aspects of vision, taste and smell. Three lecture hours a week. Spring. Domnas.

176L Cell Physiology Laboratory (1). Pre- or corequisite, Biology 176. The laboratory portion will stress the approach of studies on selected problems in a quasi independent manner. Three laboratory hours a week. Spring. Domnas.

177 Nuclear and Cytoskeletal Aspects of Cell Division (3). Prerequisites, Biology 52 and 53. An advanced course in cell and molecular biology integrating genetic, biochemical, and structural aspects of nuclear and cytoskeletal events. Spring. Salmon, Bloom.

178 Advanced Molecular Biology I *(Genetics 110, Biochemistry 110, Microbiology 108, Pharmacology 136)* (3). Prerequisites, at least one undergraduate course in both biochemistry and genetics. DNA structure, function and interactions in prokaryotic and eukaryotic systems, including chromosome structure, replication, recombination, repair, and genome fluidity. Undergraduates should obtain instructor's permission before registering for this course. Fall. Griffith, Sancar, Bedinger.

179 Advanced Molecular Biology II *(Genetics 111, Biochemistry 111, Microbiology 109, Pharmacology 137)* (3). Prerequisites, at least one undergraduate course in both biochemistry and genetics. RNA structure, function, and processing in biological systems including transcription, gene regulation, translation and oncogenes. Spring. Kole, Fried, Searles.

181 Paleobotany *(Geology 197)* (4). Prerequisites, Biology 11, 11L and permission of the instructor. An introduction to the morphology, stratigraphic occurrence, and evolutionary relationships of fossil plants. Both macrofossils and microfossils will be considered. Three lecture and three laboratory hours a week. Fall. (Alternate years.) Gensel.

184 Conservation Biology (3). Prerequisite, Biology 54. The application of biological science to the conservation of populations, communities, and ecosystems, including rare species management, exotic species invasions, management of natural disturbance, research strategies, and preserve design principles. Spring. White.

185 Population Ecology (3). Prerequisite, Biology 54. An advanced treatment of topics in animal population and community ecology, stressing analytical and interpretation approaches. Topics will vary from year to year and the course may be repeated with credit. Three lecture and discussion hours a week. Fall or spring. (Alternate years.) Stiven.

185L Laboratory in Population Ecology (1). Corequisites, Biology 185 and permission of instructor. Methodology in the analysis and interpretation of population and community phenomena. Three laboratory and field hours a week. Fall or spring. (Alternate years.) Stiven.

186 Community and Systems Ecology (3). Prerequisite, Biology 54. A wholistic approach to ecology. State-space modeling of ecological processes. Other topics will vary but may include: spatial and temporal heterogeneity in communities and ecosystems; disturbance theory; decomposition; community structure and function; freshwater ecology. Fall or spring. Reice.

186L Community and Systems Ecology Laboratory (1). Prerequisite or corequisite, Biology 186. Community and/or ecosystem modeling and computer simulation. Experimental analyses and validation in the field. Individual and group projects. Three laboratory and field hours a week. Fall or Spring. Reice.

189 Nucleic Acid Techniques *(Genetics 189, Biochemistry 189, Physiology 189)* (4). Prerequisites, some molecular biology, permission of instructor.

190 Frontiers in Cell and Molecular Biology (4). Prerequisites, two courses in Biology and permission of instructor. Does not count toward a major in Biology. Fall.

191 Summer Research Challenge Laboratory (4). Prerequisite, Biology 190. An intensive laboratory experience in cell, molecular, and developmental biology. To be taken after Biology 190. Does not count toward a major in Biology. Summer. Bollenbacher.

195 Field Biology at Highlands Biological Station (1 - 4). Prerequisites, Biology 11, or equivalent, or permission of instructor. Content will vary. Summer field biology at the Highlands Biological Station will generally focus on the special faunal and floristic processes and patterns characteristic of the southern Appalachian mountain region. Five lecture and three to five laboratory and field hours per week, depending on credit. Summer. Staff.

199 Senior Seminar (2). Prerequisites, or corequisites, Biology 98 or 99, or a B average in previous Biology courses, and permission of the instructor. Presentation and discussion of research papers of current interest. May not be counted to satisfy a major course requirement for the B.A. or B.S. in Biology. Two hours a week. Fall and spring. Staff.

With approval of the instructor and the Graduate School, Biology majors with at least a B average in Biology courses, who need fewer than fifteen hours to complete the bachelor's degree, may take one or two courses at the 200-level for the purpose of later receiving graduate credit.

Department of Biomedical Engineering

Carol L. Lucas, *Chair*

The following courses are open to undergraduate students majoring in Applied Sciences. Students interested in a major in Biomedical Engineering should consider the Computer Science option or the Biomedical Materials Science option of the curriculum in Applied Sciences.

106 Signal Processing and Systems Characterization *(Applied Sciences 101)* (3). Prerequisite, Math 128. A broad exposure to the Fourier transforms in discrete and continuous and their relationship to linear difference/differential equations and linear systems behavior. Spring. Quint, Charlton.

107 Modulation, Transmission, Information, Noise, and Networks *(Applied Sciences 102)* (3). Prerequisites, Mathematical maturity and familarization with Fourier Analysis: such as contained in Math 128, Math 129, and BME 106 or BME 121. Analysis and design of communication systems and networks: coaxial, microwave, fiberoptic, and satellite. Fall. Propst.

112 Biomaterials *(Applied Sciences 161)* (3). Chemical, physical, engineering and biocompatability aspects of materials, devices or systems for implantation in or, interfacing with, the body, cells or tissues. Food and Drug Administration and legal aspects. Fall. Hanker, Kusy.

121 Digital Signal Processing I *(Applied Sciences 103)* (3). Prerequisite, Computer Science 16 or equivalent. This is an introduction to methods of automatic computation of specific relevance to biomedical problems. Sampling theory, analog-to-digital conversion, digital filtering, will be explored in depth. Spring. Lucas.

128 Analysis and Synthesis of Digital Systems *(Applied Sciences 104)* (3). Prerequisites, Physics 101, 102. Application of Boolea algebra to the analysis and synthesis of switching circuits, asynchronous and synchronofus machines, programmed logic arrays, and fault-tolerant design. Quint.

132 Linear Control Theory *(Applied Sciences 105)* (3). Prerequisite, Math 128 or equivalent. Linear control system analysis and design are presented. Frequency and time domain characteristics and stability are studied. Fall. Charlton, Johnson.

160 Fundamentals of Materials Engineering (3). The structure, defects, thermodynamics, kinetics, and properties (mechanical, electrical, thermal, and magnetic) of matter (metals, ceramics, polymers, and composites) will be considered. Fall. Kusy.

Department of Cell Biology and Anatomy

Charles R. Hackenbrock, *Chair*

41 Introduction to Human Anatomy (3). A general course for persons preparing for careers as dental hygienists. Two lectures and two laboratory hours a week, Fall. Montgomery.

92 Histology (20). Study of the microscopic anatomy of fundamental body tissues. For students of physical therapy. Two lecture and three laboratory hours a week for nine weeks, Fall. Koch.

93 Neuroanatomy (3). Prerequisite: permission of instructor. An introductory study of the central nervous system. Lecture and laboratory. For students of physical therapy. Spring. Mongomery.

102 Human Histology (4). Prerequisites, permission of instructor. Introduction to the study of cells, organized tissues and organ systems at levels of the light and electron microscopes with emphasis on human material. Fall. Lemasters; staff.

104 Introduction to Medical Cell Biology (1). Prerequisistes, permission of instructor. Introduction to the structure and function of cell membranes, membranous organelles, the nucleus, and the filamentous components of the cytoplasm. Fall. Burridge.

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[1] Departments in the same division as the department of the student's major are "allied"; those in the other divisions are "nondivisional," except the humanities courses are allied to majors in the fine arts and fine arts are allied to majors in the humanities.

[3] Participation in undergraduate research through registration in Applied Sciences 99 is recommended. Math 129 is also recommended.

[4] Or Computer Science 14.

105 Gross Anatomy (5). Systematic approach to gross anatomy emphasizing a regional approach stressing head and neck anatomy. Primarily for dental students. Fall. Montgomery.

106 The Cell (3). Prerequisite, permission of the instructor. Comprehensive introduction to cell structure and function. Emphasis on membrane organization, organelles, the cytoskeleton, motile phenomena, and the regulation of cell growth including cancer cell biology. Fall. Jacobson, Burridge and staff.

107ab Gross Anatomy (6). Prerequisite, permission of instructor. Primarily for medical students. Graduate enrollment by availability of space and material. One lecture, six laboratory hours, Fall; two lecture, six laboratory hours, eight weeks of spring. Henson, staff.

109 Human Development (1). Overview of normal human embryological development from fertilization to parturition with an emphasis on the origin and causes of congenital malformations. Fall. Sadler.

111fs Microscopic Anatomy (3). Lectures and laboratory classes provide an understanding of the microscopic anatomy and histology of the basic tissues and major organ systems of the human body. Primarily for dental students. Fall and spring. Peach.

120 Advanced Chordate Anatomy & Biology (5). Prerequisite, Biology 63. This course will consider vertebrate origins, diversity and evolution. The origin and evolution of the vertebrate classes are considered from the perspective of the anatomical and physiological problems encountered in the shift from one way of life to another. Fall. Montgomery.

121 Embryology and Developmental Biology (3). Prerequisite, permission of instructor. A comprehensive study of the mechanisms underlying morphogenesis (generation of form) including cell migration and other morphogenetic movements, cell interactions, cell differentiation and growth regulation. Fall. Sadler.

122 Developmental Neurobiology *(Neurobiology 122, Physiology 122)* (3). Prerequisite, permission of instructor. A comprehensive overview of nervous system development including detailed analysis of selected research topics. Spring. Lauder. (1995 and alternate years.)

123 Developmental Toxicology and Teratology *(Toxicology 123)* (2). Prerequisites, basic biology and permission of the instructor. A review of aspects of development which are particularly susceptible to teratogenic insults. Mechanisms by which teratogens affect development will be emphasized. Spring. Sulik. (1994 and alternate years).

191 Gross Anatomy for Physical Therapists *(Physical Therapy 191)* (6). Prerequisites Biology 63 and 63L and permission of instructor. Fundamental principles and concepts of human gross anatomy for physical therapists taught by lectures and cadaver dissection. Emphasis on functional anatomy. Three lecture and six laboratory hours a week. Fall. Montgomery.

193 Functional Neuroanatomy *(Physical Therapy 193)* (3). Prerequisites, Cell Biology and Anatomy 191, Cell Biology and Anatomy 107 or equivalent, and permission of instructor. Study of basic structure of the brain and spinal cord, including both lecture and laboratory. Primarily for physical therapy students. Four hours a week, spring. Montgomery.

Department of Chemistry

Joseph L. Templeton, Chair

Degree with a Major in Chemistry

Students must meet the General Education requirements of the General College and the College of Arts and Sciences; the following courses must be included:

Freshman Year

Chemistry 11, 11L and 21, 21L; or 25H, 25L
Mathematics 31 and 32

Sophomore Year

Chemistry 41 or 45H, 61 or 65H, 41L or 45L and 51, 62 or 66H, 62L or 66L
Physics 24, 24L and 25, 25L or 26 and 27

Junior and Senior Years

Chemistry 170L
Chemistry 180 or 181
Choice of two courses[10] : Chemistry 121, 130, 141, 150, 151, 171L 3 or 182

Degree in Chemistry [4]

The following courses are required:

Freshman and Sophomore Years

Chemistry 11, 11L and 21, 21L; or 25H, 25L
Chemistry 41 or 45H, 61 or 65H, 41L or 45L and 51, 62 or 66H, 62L or 66L
Biology 11
English 11 and 12
Foreign Language[5]
Mathematics 31, 32
Natural Science Courses (Mathematics 33 and 83; Physics 26 and 27)
General College Perspectives (2 courses)[6]
Physical Education (2 courses)

Junior and Senior Years

Chemistry 130, 150, and 170L
Chemistry 181, 181L, 182, and 182L
Chemistry 141 and 141L
Advanced Chemistry Electives (10 hours)[7]
General College Perspectives (2 courses)[6]
Nonscience Electives (9 hours)
Free Electives (9 hours)

Degree in Chemistry, Biochemistry Track

The following courses are required:

Freshman and Sophomore Years

Chemistry 11, 11L and 21, 21L; or 25H, 25L
Chemistry 41 or 45H, 61 or 65H, 41L or 45L and 51, 62 or 66H, 62L or 66L
Biology 11, 11L
Mathematics 31, 32
English 11 and 12
Foreign Language[5]

Natural Science Courses (Mathematics 33 and 83; Physics 26 and 27)
General College Perspectives (2 courses)[6]
Physical Education (2 courses)

Junior and Senior Years

Chemistry 130, 170L, 181, and 182
Chemistry 181L or 182L
Biochemistry Elective (2 courses)[8]
Biology 52, 53, 62 or 108
General College Perspectives (2 courses)[6]
Nonscience Electives (6 hours)
Free Electives (9 hours)[7]

Minor in Chemistry

The undergraduate minor in Chemistry consists of six courses:

CHEM 21 or 25H
CHEM 41 or 45H
CHEM 61 or 65H
CHEM 62 or 66H
CHEM 41L or 45L
CHEM 62L or 66L

NOTE: CHEM 21 has a CHEM 11 prerequisite; CHEM 11 has a corequisite of CHEM 11L; CHEM 21 has a corequisite of CHEM 21L; and CHEM 25H has a corequisite of CHEM 25L or 21L.

Course Descriptions

10 Introduction to Chemical Concepts (2). A course emphasizing simple mathematical techniques. The course is intended for students demonstrating an inadequate background for Chemistry. Entry is by recommendation of the Department and by agreement of the student following demonstrated inadequacies in Chemistry 11. The course starts about the twelfth lecture of Chemistry 11. Fall. Chemistry faculty.

11 General Descriptive Chemistry I (3). Prerequisite, Math 10, Chemistry 11L. The course is the first member of a two-semester sequence. See also Chemistry 21. Atomic and molecular structure, stoichiometry and conservation of mass, thermochemical changes and conservation of energy. Fall and spring. Chemistry faculty.

11L Quantitative Chemistry Laboratory I (1). Corequisite, Chemistry 11. One four-hour laboratory a week, Fall and spring. Chemistry faculty and staff.

15 Chemistry for the Consumer (3). A course designed for nonscience majors. The course is especially recommended for students who intend to major in subjects for which a knowledge of the relationship between chemistry and society is beneficial. Concepts of general and organic chemistry (atomic structure, the periodic table, bonding, acids and bases, hydrocarbons, functional groups, carbohydrates, polymers) constitute the first half of the course followed by a presentation of the applications of those concepts (radioactivity, fertilizers, insect control, brewing, baking, food preservation, fats and oils, soaps, vaccines, drugs, pollution). Since the emphasis will be on chemical principles rather than on the applications, students who have taken Chemistry 11 or 21 will not be permitted to take this course for credit. Spring. Chemistry faculty.

21 General Descriptive Chemistry II (3). Prerequisite, Chemistry 11; corequisite, Chemistry 21L. The course is the second member of a two-semester sequence. See also Chemistry 11. Chemical equilibrium, reaction rates, representative chemical structures and reactions. Fall and spring. Chemistry faculty.

21L Quantitative Chemistry Laboratory II (1). Prerequisite, Chemistry 11L; corequisite, Chemistry 21. Techniques for quantitative acid- base, redox, and complexometric titrimetry. Gravimetric analysis. Total salt ion exchange analysis. (Transfer students who have not had quantitative analysis in their previous courses will take this laboratory.) One four-hour laboratory a week, fall and spring. Chemistry faculty and staff.

25H Advanced General Descriptive Chemistry (3). Prerequisite, placement credit for Chemistry 11, 11L or permission of instructor; prerequisite or corequisite, Mathematics 31. One semester course for students with strong backgrounds in high school chemistry and mathematics who desire a more in-depth treatment of the subject matter. By-examination credit for Chemistry 11, 11L is awarded upon satisfactory completion of Chemistry 25. Fall. Chemistry faculty.

25L Advanced Quantitative Chemistry Laboratory (1). Corequisite or prerequisite, Chemistry 25. Synthesis and physical studies that surpass that encountered in Chemistry 11L and 21L in terms of concepts considered rather than laboratory skills. Computer molecular modeling with a major focus on organic and biologically important molecules. One four-hour laboratory a week, spring. Chemistry faculty and staff.

41 Modern Analytical Methods for Separation and Characterization (2). Prerequisite, Chemistry 21 or 25H9 Analytical separations, chromatographic methods, spectrophotometry, acid-base equilibria and titrations, fundamentals of electrochemistry. Fall and spring. Analytical chemistry faculty: Buck, Bursey, Glish, Jorgenson, Linton, Murray, Wightman.

[1] At least 18 hours of credit in Chemistry courses above Chemistry 11 and 11L with individual grades of C or higher are required. (Grades of C- do not satisfy this requirement.) Courses in Chemistry and other courses specifically required (and designated by number) may not be taken pass/fail.

[2] Physics 26 and 27 are encouraged for those students considering careers as professional chemists or those students that want the option to switch from the B.A. program to the B.S. program.

[3] Chemistry 171L is strongly recommended for students planning professional work in chemical laboratories.

[4] This program meets the requirements of the American Chemical Society for the training of professional chemists.

[5] A single foreign language, through level 4 (for example, German 4) if the language was studied in high school, or through level 3 if the language was not studied in high school. Courses above the minimum General Education requirement may be taken pass/fail.

[6] One course must be taken from each of the following Perspectives: Aesthetic, Philosophical, Social Sciences, Pre-1700 Western Historical. (May not be taken pass/fail.)

[7] Chemistry 99 and Chemistry 101 may be taken for credit as many times as desired but may be counted for no more than 9 hours of total credit toward fulfillment of graduation requirements. Additionally, Chemistry 99 may not be counted more than once as an Advanced Chemistry Elective in the B.S. Chemistry Degree. Chemistry 99, 141, 141L, 150, 181L, and 182L are recommended in fulfilling Free Electives in the B.S. Chemistry, Biochemistry Track.

[8] Two courses must be taken from the following: Chemistry 99, 131, 132, 133, 135,138; Biochemistry 104, 105, 144.

[10] It must be remembered that Chemistry 41 or 45H are pre- or corequisites to Chemistry 41L or 45L. Also, Chemistry 61 or 65H is a prerequisite to Chemistry 62L or 66L and Chemistry 62 or 66H is a pre- or corequisite to Chemistry 62L or 66L. However, Chemistry 41L or 45L and 62L or 66L can be taken in either order as long as all pre- and corequisites are satisfied.

[11] Chemistry 120 or other chemistry courses numbered abvove 120 with the permission of the course instructor may be substituted for the courses listed for fulfilling this core requirement.

41L Laboratory in Separations and Analytical Characterization of Organic and Biological Compounds (1). Prerequisite or corequisite, Chemistry 45H or permission of instructor. Applications of separation and spectrophotometric techniques to organic compounds, including some of biological interest. (This course serves as an organic chemistry laboratory for premedical and predental students.) One three-hour laboratory a week. Fall, spring and summer. Chemistry faculty and staff.

45H Honors Modern Analytical Methods for Separation and Characterization (2). Prerequisite, Chemistry 21 or 25H or permission of instructor. Analytical separations, chromatographic methods, spectrophotometry, acid-base equilibria and titrations, fundamentals of electrochemistry. Fall. Analytical Chemistry faculty. Honors equivalent of Chemistry 41.

45L Honors Laboratory in Separations and Analytical Characterization of Organic and Biological Compounds (1). Prerequisites or corequisites, Chemistry 45H or permission of instructor. Applications of separation and spectrophotometric techniques to organic compounds, including some of biological interest. (This course serves as an organic chemistry laboratory for premedical and predental students. Honors equivalent of Chemistry 41L.) One three-hour laboratory a week.

51 Introduction to Inorganic Chemistry (2). Prerequisite, Chemistry 21 or 25H. Chemical periodicity, introductory molecular orbital theory, descriptive nonmetal chemistry, structures and reactions of transition metal complexes with applications to organometallics and bioinorganic chemistry. Spring. Inorganic chemistry faculty: Hatfield, Jicha, Meyer, Schauer, Templeton, Thorp.

61 Introduction to Organic Chemistry I (3). Prerequisite, Chemistry 21 or 25H. Molecular structure and its determination by modern physical methods, correlation between structure and reactivity and the theoretical basis for these relationships; classification of "reaction types" exhibited by organic molecules using as examples molecules of biological importance. Fall and spring. (41L or 45L serves as an organic chemistry laboratory for premedical and predental students.) Organic chemistry faculty: Brookhart, Coke, Crimmins, DeSimone, Eliel, Erickson, Evans, Forbes, Hiskey, Kropp, Little, Sorrell.

62 Introduction to Organic Chemistry II (3). Prerequisite, Chemistry 61 or 65H. Continuation of Chemistry 61, with particular emphasis on the chemical properties of organic molecules of biological importance. Spring. (62L or 66L serves as an organic chemistry laboratory for premedical and predental students.) Organic chemistry faculty.

62L Laboratory in Organic Chemistry (1). Prerequisite or corequisite, Chemistry 62 or 66H. Continuation of Chemistry 41L or 45L, with particular emphasis on applications of modern analytical spectroscopic techniques and separation and identification of organic unknowns. (This course serves as an organic chemistry laboratory for premedical and predental students.) One three-hour laboratory a week, spring. Chemistry faculty and staff.

65H Honors Organic Chemistry I (3). Prerequisite, Chemistry 21 or 25H or permission of instructor. Molecular structure and its determination by modern physical methods, correlation between structure and reactivity and the theoretical basis for these relationships; classification of "reaction types" exhibited by organic molecules using as examples molecules of biological importance. (45L serves as an organic chemistry laboratory for premedical and predental students. Honors equivalent of Chemistry 61.) Fall. Organic chemistry faculty.

66H Honors Organic Chemistry II (3). Prerequisite, Chemistry 65H or permission of instructor. Continuation of Chemistry 65H, with particular emphasis on the chemical properties of organic molecules of biological importance. Honors equivalent of Chemistry 62. (66L serves as an organic chemistry laboratory for premedical and predental students.) Spring. Organic chemistry faculty.

66L Honors Laboratory in Organic Chemistry (1). Prerequisite or corequisite, Chemistry 66H or permission of instructor. Continuation of Chemistry 45L, with particular emphasis on applications of modern analytical spectroscopic techniques and separation and identification of organic unknowns. Honors equivalent of Chemistry 62L. (This course serves as an organic chemistry laboratory for premedical and predental students.) One three-hour laboratory a week.

99 Research in Chemistry for Undergraduates (3). Prerequisites, one Chemistry course numbered 120 or higher and permission of the instructor and Director of Undergraduate Studies. For advanced majors in chemistry and the applied science curriculum who wish to conduct a research project in collaboration with a faculty supervisor. Restricted to on-campus work. May be taken repeatedly for credit but Chemistry 99 and 101 together may not be counted for more than 9 hours total credit toward B.A. and B.S. degrees in Chemistry, nor more than 6 hours total credit towards biochemistry track of the B.S. degree and Chemistry 99 may be counted for no more than 3 hours credit toward the advanced Chemistry elective category of the B.S. degree. Work done in Chemistry 99 may be counted towards Honors in Chemistry by petition to the Honors Committee of the department. Further details on Chemistry 99 and Honors in Chemistry are available from the Office of Undergraduate Studies, Room 203 Venable Hall. To be arranged. Chemistry faculty.

101 Special Problems in Chemistry (1 - 3). Prerequisite, to be determined by consultation with Director of Undergraduate Studies. Equivalent of one to three hours a week. Fall and spring. Chemistry faculty.

120 Polymer Chemistry (3). Prerequisite, Chemistry 62; prerequisite or corequisite, Chemistry 180 or 182. Introduction to polymer chemistry; synthesis and reactions of polymers; thermodynamics and kinetics of polymerization; physical characterization of polymers; industrial uses of polymers. Spring. Organic and physical chemistry faculty.

121 Synthesis of Polymers *(Applied Sciences 121)* (3). Prerequisites, Chemistry 51, 62, or 66H. Synthesis and reactions of polymers. Fall. Organic and inorganic chemistry faculty.

122 Physical Chemistry of Polymers *(Applied Sciences 122)* (3). Prerequisite, Chemistry 181; prerequisite or corequisite, Chemistry 182. Kinetics of polymerization, molecular weight distribution and molecular weight measurements, solution properties, solid state properties of macromolecules. Spring. Physical chemistry faculty.

123 Intermediate Polymer Chemistry *(Applied Sciences 123)* (3). Prerequisite, Chemistry 122. Rheology and mechanical properties of polymers; plastics, fiber, and elastomer technology. Spring. Chemistry faculty.

124L Polymer Chemistry Laboratory (2). Prerequisites, Chemistry 62 or 66H, 62L or 66L, 121. Thermal analysis; solution viscosity; gel permeation chromatography; end group analysis; synthesis; characterization of an unknown polymer. One four-hour laboratory and one one-hour lecture each week. Spring. Chemistry faculty.

130 Introduction to Biological Chemistry *(Biology 130)* (3). Prerequisites, Chemistry 62 or 66H, 62L or 66L; Biology 11. The study of cellular processes including catalysts, metabolism, bioenergetics, and biochemical genetics. The structure and function of biological macromolecules involved in these processes will be emphasized. Fall and spring. Biological chemistry faculty: Erickson, Errede, Hiskey, Pielak, Spremulli, Thompson.

131 Nucleic Acid Chemistry *(Biochemistry 131)* (3). Prerequisites, Chemistry 130; Biology 53. Study of reactions and chemical properties basic to nucleic acids; chemical synthesis as well as biosynthesis; nucleic acids in protein biosynthesis. Spring. Biological chemistry faculty.

132 Protein Chemistry (3). Prerequisite, Chemistry 130. Structural properties of proteins; active site chemistry; chemical modification of proteins; metalloproteins; coenzyme-enzyme interactions; organization of enzyme systems. Fall. Biological chemistry faculty.

133 Enzyme Mechanisms and Kinetics (3). Prerequisite, Chemistry 132. A detailed discussion of enzyme catalysis; principles of catalysis; enzyme kinetics; the active site of enzymes; allosteric interactions between subunits;

the mechanism of coenzyme catalyzed reactions. Spring. Biological chemistry faculty.

135 Physical Chemistry of Biological Macromolecules (3). Prerequisites, Chemistry 130, 181, 182. Structure of proteins, nucleic acids, and lipids. Structural transitions and intermolecular interactions. Properties of macromolecular assemblies. Techniques for the study of structure and function - optical spectroscopy, magnetic resonance, hydrodynamics, scattering, diffraction. Fall. Physical chemistry faculty.

136L Laboratory Techniques for Biochemistry (3). Prerequisite, Chemistry 130. An introduction to important chemical techniques and research procedures of use in the fields of protein and nucleic acid chemistry. Two four-hour laboratories and one one-hour lecture a week. Fall. Biological chemistry faculty.

137 Membrane Chemistry *(Biochemistry 137)* (3). Prerequisites, Biology 11, Chemistry 130; corequisite or prerequisite, Chemistry 180 or 181. The structure and properties of synthetic membranes and of naturally occurring biological membranes. Spring. Biochemistry and Chemistry faculties.

138 Chemistry of Metabolic Regulation (3). Prerequisites, Chemistry 130, 180. Energy metabolism and its regulation, nitrogen metabolism, biosynthesis of amino acids, fatty acid metabolism. Fall. Biological chemistry faculty.

140 Modern Methods of Instrumental Analysis for the Health and Environmental Sciences (3). Prerequisites, Chemistry 41 or 45H, 62 or 66H, 62L or 66L; prerequisite or corequisite, Chemistry 180 or 181. Survey of modern instrumental analysis, with emphasis on biomedical and environmental applications. Electroanalytical chemistry; spectroscopy, including IR, Raman, luminescence, atomic, NMR, X-ray, and mass spectroscopies, separations, including HPLC, GC, and electrophoresis; enzyme kinetic analysis; radiochemistry; automated analyzers. Does not carry credit toward the B.S. degree in Chemistry. Analytical chemistry faculty.

141 Intermediate Analytical Chemistry (2). Prerequisites, Chemistry 41 or 45H, 62 or 66H, and either 180 or 181. Spectroscopy, electroanalytical chemistry, chromatography, thermal methods of analysis, signal processing. Spring. Analytical chemistry faculty.

141L Intermediate Analytical Chemistry Laboratory (2). Prerequisite, Chemistry 41 or 45H; prerequisite or corequisite, Chemistry 181; corequisite, Chemistry 141. Experiments in spectroscopy, electroanalytical chemistry, chromatography, thermal methods of analysis, and signal processing. One four-hour laboratory a week and one one-hour lecture, spring. Analytical chemistry faculty and staff.

142 Analytical Research Techniques (2). Prerequisite, Chemistry 180 or 182. Introduction to chemical instrumentation including digital and analog electronics, computers, interfacing, and chemometric techniques. Two one-hour lectures a week. Fall. Analytical Chemistry Faculty.

142L Laboratory in Analytical Research Techniques (2). Prerequisite, Chemistry 180 or 182; corequisite, Chemistry 142. Experiments in digital and analog instrumentation, computers, interfacing and chemometrics, with applications to chemical instrumentation. One four-hour laboratory a week. Fall. Analytical chemistry faculty.

144 Separations (2). Prerequisite, Chemistry 180 or 181. Theory and applications of equilibrium and nonequilibrium separation techniques. Extraction, countercurrent distribution, gas chromatography, column and plane chromatographic techniques, electrophoresis, ultra-centrifugation, and other separation methods. Fall or spring. Analytical chemistry faculty.

145 Electroanalytical Chemistry (3). Prerequisite, Chemistry 180 or 181. Basic principles of electrochemical reactions, electroanalytical voltammetry as applied to analysis and the chemistry of heterogeneous electron transfers, analog electronics and electrochemical instrumentation. Fall or spring. Analytical chemistry faculty.

146 Analytical Spectroscopy I (3). Prerequisite, Chemistry 180 or 182. Fundamentals of interactions of electromagnetic radiation with matter, vibrational, electronic, nuclear magnetic, mass spectrometries, scattering-based spectroscopy, instrumentation and signal processing. Fall or spring. Analytical chemistry faculty.

147 Analytical Spectroscopy II (2). Prerequisite, Chemistry 180 or 182. Principles and applications of X-ray absorption and emission, photoelectron, Raman, gamma-ray, Mossbauer and internal reflection spectroscopy, nuclear quadrupole and electron spin resonance, fluorescence, optical rotatory dispersion and circular dichroism, secondary emission methods. Fall or spring. Analytical chemistry faculty.

148 Mass Spectrometry (2). Prerequisite, Chemistry 180 or 181. Fundamental theory of gaseous ion chemistry, instrumentation, combination with separation techniques, spectral interpretation for organic compounds, applications to biological and environmental chemistry. Fall or spring. Chemistry faculty.

150 Intermediate Inorganic Chemistry (3). Prerequisite, Chemistry 51. Electronic states of transition, metal ions, symmetry labels, ligand field theory and angular overlap model for coordination complexes, kinetics and mechanisms of transition metal reactions, organometallic chemistry, biomimetic chemistry. Fall. Inorganic chemistry faculty.

151 Theoretical Inorganic Chemistry (Var.). Prerequisites. Chemistry 51, 62 or 66H. Chemical applications of symmetry and group theory, crystal field theory, molecular orbital theory. The first third of the course, corresponding to one credit hour, covers point symmetry, group theoretical foundations, and character tables. Fall. Inorganic chemistry faculty.

152 Electronic Structure of Transition Metal Complexes (3). Prerequisite, Chemistry 151. A detailed discussion of ligand field theory and the techniques that rely on the theoretical development of ligand field theory, including electronic spectroscopy, electron paramagnetic resonance spectroscopy, and magnetism. Spring. Inorganic chemistry faculty.

153 Physical Methods in Inorganic Chemistry (3). Introduction to the physical techniques used for the characterization and study of inorganic compounds. (Topics typically include vibrational spectroscopy, nuclear diffraction, Møssbauer spectroscopy. X-ray photoelectron spectroscopy, and inorganic electrochemistry) Spring. Inorganic chemistry faculty.

166 Advanced Organic Chemistry I (3). Prerequisite, Chemistry 62 or 66H; prerequisites or corequisites, Chemistry 150, 181. A survey of fundamental organic reactions including substitutions, additions, eliminations, and rearrangements; static and dynamic stereochemistry; conformational analysis; molecular orbital concepts and orbital symmetry. Fall. Organic chemistry faculty.

167 Advanced Organic Chemistry II (2). Prerequisite, Chemistry 166. Spectroscopic methods of analysis with emphasis on elucidation of the structure of organic molecules: 1H and 13C NMR, infrared, ultraviolet, ORD-CD, mass and photoelectron spectroscopy. Chemistry 146 and 167 may not both be taken for academic credit. Spring. Organic chemistry faculty.

168 Synthetic Aspects of Organic Chemistry (3). Prerequisite, Chemistry 166 or 175. Modern synthetic methods and their application to the synthesis of complicated molecules. Spring. Organic chemistry faculty.

170L Synthetic Chemistry Laboratory I (2). Prerequisites, Chemistry 41L or 45L, 51, 62 or 66H, 62L or 66L. An integrated treatment of both organic and inorganic synthesis. One four-hour laboratory and one one-hour lecture a week. Fall. Chemistry faculty and staff.

171L Synthetic Chemistry Laboratory II (2). Prerequisite, Chemistry 170L. An integrated treatment of both organic and inorganic synthesis. One four-hour laboratory and one one-hour lecture a week. Spring. Chemistry faculty and staff.

175 Mechanisms of Organic and Inorganic Reactions (4). Prerequisite, Chemistry 150. Kinetics and thermodynamics; free energy relationships; isotope effects; acidity and basicity; kinetics and mechanisms of substitution reactions; one- and two-electron transfer processes; principles and applications of photochemistry; organometallic reaction mechanisms. Fall. Inorganic and organic chemistry faculty.

180 Introduction to Biophysical Chemistry (3). Prerequisites, Chemistry 61 or 65H; Physics 25; Math 32. Does not carry credit toward graduate work in Chemistry or credit toward any track of the B.S. degree in Chemistry. Application of thermodynamics to biochemical processes; enzyme kinetics; properties of biopolymers in solution. Fall. Physical chemistry faculty: Baer, Berkowitz, Dearman, Jarnagin, Johnson, Miller, Parr, Pedersen, Thompson.

181 Physical Chemistry I (3). Prerequisites, Chemistry 21 or 25H; Math 83; Physics 27, 58, or 61. Thermodynamics, kinetic theory, chemical kinetics. Fall. Physical chemistry faculty.

181L Physical Chemistry Laboratory I (2). Prerequisite or corequisite, Chemistry 181. Experiments in physical chemistry. One four-hour laboratory a week, Fall. Physical chemistry faculty and staff.

182 Physical Chemistry II (3). Prerequisite, Chemistry 181. Introduction to quantum mechanics, atomic and molecular structure, spectroscopy, statistical mechanics. Spring. Physical chemistry faculty.

182L Physical Chemistry Laboratory II (2). Prerquisite or corequisite, Chemistry 182. Experiments in physical chemistry. One four-hour laboratory a week, spring. Physical chemistry faculty and staff.

184 Thermodynamics and Introduction to Statistical Thermodynamics (1 - 3). Prerequisite, Chemistry 182. Thermodynamics, followed by an introduction to the classical and quantum statistical mechanics and their application to simple systems. The section on thermodynamics can be taken separately for one hour credit. Fall. Physical chemistry faculty.

185 Chemical Dynamics (3). Prerequisites, Chemistry 181, 182. Experimental and theoretical aspects of atomic and molecular reaction dynamics. Fall or spring. Physical chemistry faculty.

186 Introduction to Quantum Chemistry (3). Prerequisites, Chemistry 181, 182. Introduction to the principles of quantum mechanics. Approximation methods; angular momentum; simple atoms and molecules. Fall. Physical chemistry faculty.

187 Introduction to Molecular Spectroscopy (3). Prerequisite, Chemistry 186. Interaction of radiation with matter; selection rules; rotational, vibrational, and electronic spectra of molecules; laser based spectroscopy and nonlinear optical effects. Fall or spring. Physical chemistry faculty.

188 Quantum Chemistry (3). Prerequisite, Chemistry 186. Applications of quantum mechanics to chemistry. Molecular structure; time-dependent perturbation theory; interaction of radiation with matter. Spring. Physical chemistry faculty.

189 Statistical Mechanics (3). Prerequisite, Chemistry 184. Applications of statistical mechanics to chemistry. Ensemble formalism; condensed phases; nonequilibrium processes. Spring. Physical chemistry faculty.

190 Fundamentals of Materials Science *(Applied Sciences 141)* (3). Prerequisite, Chemistry 182; or prerequisite, Physics 28 and prerequisite or corequisite, Physics 105. Crystal geometry; diffusion in solids; mechanical properties of solids; electrical conduction in solids, thermal properties of materials; phase equilibria. Fall. Irene.

191 Mathematical Techniques for Chemists (3). Prerequisites, knowledge of differential and integral calculus. Chemical applications of higher mathematics. Fall. Chemistry faculty.

192 Chemistry and Physics of Electronic Materials Processing *(Physics 144, Applied Sciences 143)* (3). Prerequisite, Chemistry 182, or Physics 25 or 27, and permission of the instructor. A survey of materials' processing and characterization used in fabricating microelectronics devices. Crystal growth, thin film deposition and etching and microlithography, characterization techniques, electric and dielectric properties of materials. Spring. Chemistry and Physics faculty.

193 Chemistry and Physics of Surfaces *(Applied Sciences 143)* (3). Prerequisite, Chemistry 190. The structural and energetic nature of surface states and sites; experimental surface measurements; reactions on surfaces including bonding to surfaces and adsorption; interfaces. Spring. Irene, Jarnagin.

Department of City and Regional Planning

Edward J. Kaiser, *Chair*

City and Regional Planning is an interdisciplinary field whose purpose is to improve the quality of life for people in urban and suburban areas and in larger regions of the country. To this end, city and regional planners apply humanistic, social science and specialized technical theory and knowledge to the layout and development of human settlements both here and abroad. Planners, for example, are involved in designing transportation systems, controlling the type and location of new development, encouraging economic development, protecting the environment and revitalizing urban neighborhoods. They are involved in designing solutions to pressing societal problems such as unemployment, homelessness, air and water pollution and urban decay.

The Department of City and Regional Planning offers two degree programs at the graduate level, and contribute courses for the undergraduate major in public policy analysis. A two-year program preparing for professional practice in city and regional planning leads to the degree of Master of Regional Planning. A program leading to the degree of Doctor of Philosophy prepares for careers in teaching and research. These two programs, opportunities in the field of city and regional planning, and application procedures are described in detail in a separate bulletin of the Department of City and Regional Planning which may be obtained by addressing a request to the Department.

Although the Department of City and Regional Planning does not offer an undergraduate degree in planning, students normally take courses in the department for one of two reasons: to enrich or expand their current field of interest or to explore the possibility of a career in planning. Planning courses allow students to see how the humanities and the social sciences can be practically applied to improving our quality of life in cities, towns and rural areas. In this way they help students deepen their appreciation of their major field of study. Some planning courses fulfill undergraduate degree requirements such as philosophical or social sciences perspectives.

Students also take planning courses to explore city planning as a career. City and regional planners work for a wide variety of public and private organizations. In the public sector they are employed by local, state, and federal governments. In the private sector they work for development companies, consulting firms and a variety of nonprofit organizations. Although some opportunities exist for those with undergraduate degrees, a masters degree is normally required for advancement in the field. Many students want to prepare for graduate study by taking planning courses as part of their undergraduate program.

For undergraduate students interested in the study of public policy, the curriculum in Public Policy Analysis provides a unique educational opportunity. Students who declare Public Policy as a major are required to complete a six-course core which provides a rigorous intellectual framework and skills for analyzing public policy options. Students also are required to take additional courses in an area of specialization. Internships between the junior and senior years are strongly recommended, and students are assisted in locating internships.

The requirements for Public Policy Analysis are described elsewhere in this Bulletin.

The department's graduate program offers opportunities for specializing in economic and community development, land use and environmental planning, real estate development and housing, urban services and infrastructure management, and planning in developing areas. Each student is asked to select an area of specialization and to plan a program of course work with a faculty adviser.

Three combined programs are offered in collaboration with related professional degree programs. These are: a combined program in Planning and Law in collaboration with the School of Law at Chapel Hill; a combined program in Planning and Business Administration in collaboration with the UNC's Kenan-Flagler School of Business; and a combined program in planning and public administration in collaboration with the Department of Political Science.

Important resources available to the department include the Center for Urban and Regional Studies, a research and service activity in urban and regional affairs. The Center was established in 1957 under a Ford Foundation grant to engage in urban research and has undertaken to apply new research developments directly to urban problems in the state.

Regularly Scheduled Courses for Undergraduates

46 Introduction to Urbanism and Planning (3). Discussion and analysis of current urban problems and of forces responsible for urban and regional growth. Historical perspective on the planning profession and the planning approach to urban phenomena. Evaluation of current proposals dealing with aspects of the urban situation of the U.S. Fall. Howes.

67 Ethical Bases of Public Policy Decision-Making (3). Critical exploration of ethical and theoretical bases for making public policy decisions. Analysis of normative arguments of contemporary public policy issues. Fall and spring. Brower.

73 Planning, Politics and Urban Policy. A review and exploration of the planning and policy development function of local government. Urban politics and political systems are also to be covered. Fall or spring. Howes.

94A Futures Analyses and Forecasting (3). An examination of the concepts and methods used in forecasting. Extrapolative techniques and future analysis methods. The application of forecasting techniques in various institutional settings. Spring, Faculty.

94 Practicum in Policy Analysis *(Public Policy Analysis 94, Political Science 94)* (3). See Public Policy Analysis 94D for description.

Regularly Scheduled Courses for Graduates and Advanced Undergraduates

110, 111 Selected Topics in Urban Studies (3). An introduction to the functioning of the urban area as a complex system, and to the analysis of policies aimed at development and change. Fall or spring. Faculty.

124 Urbanization and Planning in the Third World (3). Surveys theories, issues, and planning strategies employed in developing countries. Topics include: rapid population growth and urbanization, squatter settlements, regional inequalities, problems of the urban and rural poor, women in the development process, financing urban development, rural development strategies, regional development planning, human settlement approaches, and national urbanization policies. Fall. Lacey.

125 Urban Services and Infrastructure (3). An examination of the public services provided by local governments and the facilities required to provide them. The course concentrates on transportation, water management, waste treatment, and air quality. Each urban service is examined with respect to its institutional framework, alternative service delivery mechanisms, public policy, and history. The course provides a rigorous analysis of the financing, pricing, and public regulation of these services, and covers methods for measuring their impacts, efficiency, and effectiveness. Spring. Luger.

126 Urban Transportation Planning (3). Fundamental characteristics of the urban transportation system as a component of urban structure. Methodologies for the analysis and planning of urban transportation. Techniques for the analysis of problems and the evaluation of plans. Fall. Taylor.

127 Public Transportation (3). A seminar investigating alternative public urban transportation systems including mass transit, innovative transit services, and paratransit schemes. The systems will be examined from economic, land use, social, technical, and policy perspectives. Spring. Taylor.

128 Transportation Policy and Planning (3). Prerequisite, PLAN 126 or permission of the instructor. Examination of active transportation planning and policy questions; land use relationships, modal comparisons, environmental quality, transportation demand management, paratransit planning, the transportation needs of special populations, and international comparisons. Fall. Taylor.

129 Transportation Planning Models (3). Techniques for predicting transportation demand. The transportation planning process: data collection, trip generation, modal choice, trip distribution and assignment. System evaluation techniques: social, economic, and environmental impacts of transportation; investigation of innovative modeling techniques. Spring. Taylor

130 Quantitative Analysis for Planners and Public Managers (3). Foundation course in statistical concepts and methods primarily for professional Master's degree candidates and public policy majors. Descriptive statistics, estimation and hypothesis testing, simple correlation and regression, simple analysis of variance, and information acquisition, analysis and presentation. Microcomputer laboratory. Fall. Kaiser, Malizia.

131 Quantitative Methods in Planning (3). Fundamental quantitative methods as aids in prediction and decision making in planning, including multivariate statistics, decision analysis, and linear programming and simulation. Spring, .Kaiser.

136 Geographic Information Systems *(Geog 191)*. Thematic data sets will be used to model and test interactions between spatially oriented information for resource evaluation. Modeling techniques, cartographic output, data overlay methods, and "hands on" computer application will be featured. Fall, spring. Walsh.

199 Honors Seminar in Urban and Regional Studies (3). An overview of the subject matter and methods of investigation of the several disciplines as these relate to the study of cities and regions. Discussions supplemented by presentation of original papers prepared by students. Fall or spring. Faculty.

Department of Classics

Kenneth Sams, *Chair*

The Department of Classics offers four different major programs for the B.A. in Classics: Latin, Greek, Classical Archaeology, and Classical Civilization. A combined Latin and Greek major and a double major combining Greek or Latin with another subject are also available. Individual requirements are listed below; for more details of major programs, obtain a copy of the department's "Information for Majors" through the departmental office, 212 Murphey Hall.

The department offers a minor in Greek and a minor in Latin. The undergraduate minor in Greek consists of four courses in Greek, including Greek 4 and three courses numbered higher than 4.

The undergraduate minor in Latin consists of four courses in Latin, including Latin 21 and three courses numbered higher than 21.

Certain conditions apply to Latin and Greek minors. The minor in either Classical language may not be an option for majors in Classical Archaeology who have chosen that language (Greek or Latin) to fulfill degree requirements (four courses above level 2).

However, Classical Archaeology majors may elect a minor in the other Classical language. Similarly, majors in Classical Civilization who are required to complete level 4 in either Greek or Latin may elect a minor in the other Classical language, but not in the one used to satisfy degree requirements in the major.

Descriptions of Greek and Latin courses are located later in the Department of Classics section.

Classical Semester in Rome

The Department of Classics is a founding member of the Intercollegiate Center for Classical Studies in Rome and regularly sends students there for a semester or a year. The center offers courses in Latin, Roman archaeology and history, Greek, Italian, and Art History. The program is open to qualified undergraduates in Art History, Ancient History, and Classical Studies. Interested students should consult Professor Koeppel.

Latin Education Major

Students who wish to be certified to teach in public high schools should consult the School of Education about the Latin education major, which combines a major in Latin with the education courses required for certification.

Eunice and Luther Nims Scholarship

As a result of the generous bequest of F. Boyden Nims, the Department of Classics is able to nominate Classics majors to the Student Aid Office for Eunice and Luther Nims Scholarships. The exact amount of the award varies with need, but may include full tuition and other expenses, including the extra expense of study at the Intercollegiate Center in Rome. Further information is available from the Director of Undergraduate Studies.

Students interested in majoring in Classical Archaeology should consult the department as early as possible. General College prerequisites are CLAR 41 and 42, Classics 33 or 35, and either Latin 1-2 or Greek 1-2 (or their equivalents). Major requirements are three additional courses in Classical Archaeology, one of which must be at the 100-level; a second Classics course, 30- level or higher; four additional courses continuing either Latin or Greek, normally 3-4 and two beyond; and History 52 and 53.

20 Ancient Cities (ART 20) (3). An introduction to Near Eastern and Classical archaeology through study of representative cities from Neolithic times to the period of the Roman Empire. Fall and spring. Staff. (Note: May not be used to help satisfy the degree requirements for the major in Classical Archaeology.)

31 History of Western Art *(Art 31)* (4). (See Art 31 for description.) Fall. (Note: May not be used to help satisfy the degree requirements for the major in Classical Archaeology.)

33 Ancient Survey *(Art 33)* (3). (See Art 33 for description.) Spring. Sturgeon. (Note: May not be used to help satisfy the degree requirements for the major in Classical Archaeology.)

47 Archaeology of Ancient Near East (3). A survey of the cultures of the ancient Near East, Mesopotamia, Anatolia (modern Turkey), and the Levant, from the first settled villages of the 9th millennium to the Persian conquest of Babylon in 539 B.C. Alternate years. Gates.

48 Archaeology of Egypt (3). A survey of the archaeological remains of ancient Egypt, from the earliest settlements of the Neolithic period until the 2nd century B.C. Spring. Gates.

49 Greek Archaeology *(ART 49)* (3). The historical development of the art and architecture of Greece from the Bronze Age through the Hellenistic period. Fall. Sams.

50 Archaeology of Italy *(ART 50)* (3). The historical development of the Italian peninsula as seen in its physical remains, with emphasis upon Etruscan and Roman sites. Spring1. Koeppel.

51 History of Early Christian and Byzantine Art *(Art 51)* (3). Connor.

78 Roman Art *(ART 78)* (3). The arts of Rome, particularly architecture, sculpture, and painting, preceded by a survey of Etruscan and Hellenic art and their influence on Rome. Alternate years, Fall. Koeppel.

94A Archaeology and Man in the Mediterranean (3). For majors in Classical Archaeology and others with background in the subject. Focus upon types and techniques of archaeology and its role as an adjunct for other subjects. Alternate years. Staff.

94B Art of Classical Greece *(Art 94B)* (3). (See Art 94B for description.) Alternate years. Sturgeon.

97, 98 Honors Course (6). See Classics 97, 98.

140, 141 Problems in the History of Classical Ideas (3 each). Prerequisite, permission of the Department.

148 Art in the Age of Justinian and Theodora *(Art 148)* (3). Prerequisite, any course in history, art history, classics or permission of instructor. Interdisciplinary course is based on monuments, history and contemporary writings of Byzantine empire during the rule of Justinian I (527-565) and the empress Theodora (527-548). Approach will be comparative, analytical and contextual and will include a feminist perspective. Fall.

149A Constantinople: The City and its Art *(ART 149A)* (3). Prerequisite, any course in history, art history, classics or permission of instrtuctor. Interdisciplinary study of the city of Constantinople, capital of the Byzantine empire from 325 to 1453, with emphasis on the artistic, social and cultural context. Includes study of monuments and their decoration, objects, contemporary documents and sources, all within a chronological, historical framework. Fall, spring. Connor.

149B In Constantinople *(Art 149B)* (3). Prerequisite, 149A or permission of instructor. This course, taught primarily in Istanbul, once Constantinople, capital of the Byzantine empire 325-1453, provides first-hand experience with monuments and an overview of the history, topography, and culture of a great city in the history of civilization. Summer. Connor, Gates.

186 Archaeology of Syro-Palestine (3). Prerequisite, CLAR 45 or 46 desirable. Detailed survey of the cultural and historical remains of ancient western Syria and Palestine, to be taught in alternating semesters: a) Neolithic - Early Bronze Age (8000 - 2000 B.C.); b) Middle Bronze - Iron Age (2000 - 500 B.C.). Staff.

187 Mesopotamia and the Levant in the Bronze Age (3). The archaeology of Mesopotamia and the Levant in the Bronze Age, 3500 - 1200 B.C. Alternate years. Staff

188 The Archaeology of the Near East in the Iron Age (3). Prequisite, CLAR 47 or permission. A survey of the principal sites, monuments and art of the Iron Age Near East, ca. 1200 to 500 B.C. Alternate years. Sams.

189 The Archaeology of Anatolia in the Bronze and Iron Ages (3). Prerequisite, CLAR 47 or permission. A survey of Anatolian archaeology from the third millenium through the sixth century B.C. Alternate years. Sams.

190 Greek Architecture *(ART 190)* (3). Prerequisite, CLAR 49 or permission. Alternate years, Fall. Sams.

191 Architecture of Etruria and Rome *(ART 191)* (3). Prerequisite, CLAR 50 or permission. Alternate years, spring. Koeppel.

193 Greek Painting *(Art 193)* (3). Sturgeon.

193 Archaic Greek Sculpture *(Art 194)* (3). Sturgeon.

194 Classical Greek Sculpture *(Art 195)* (3). Sturgeon.

196 Hellenistic Greek Sculpture *(Art 196)* (3). Sturgeon.

198 Aegean Civilization *(Art 198)* (3). Prerequisite, CLAR 49 or permission. The art of Minor Crete and Mycenaean Greece from about 3000-1200 B.C. Staff.

Classics in English

(Courses not Requiring a Reading Knowledge of the Greek or Latin Language)

The following courses in Classical literature and civilization are especially designed to supply the necessary foundations for those who, without a reading knowledge of the ancient languages, want to learn about the Ancient World, or plan to specialize in modern literature, history, art, or one of the many other fields in which an acquaintance with the civilizations of the Greeks and Romans is desirable. When properly approved, these courses will be allowed to count as part of the major requirement in other departments.

Students considering a major in Classical Civilization should consult the Department as early as possible. General College prerequisites are Classics 33 and 35, and either Latin 1-2 or Greek 1-2 (or their equivalents). Major requirements are five courses above the 30-level (one of which must be at the 100-level) in Classics or Classical Archaeology, including at least one each in Greek literature, Roman literature and Classical Archaeology; two additional courses continuing either Latin or Greek, normally 3-4; and History 52 or 53, or a higher level course in Greek or Roman History.

20 The Greeks (3). Introduction to the history, literature, religion, philosophy, science, art, and architecture of Greece from Homer to Alexander the Great. Emphasis on primary sources. Fall. Smith.

21 The Romans (3). A survey of Roman civilization from the beginning to the late empire, dealing with history, literature, archaeology, philosophy and religion, technology, the economy, and social and political institutions. Fall. Wooten.

25 Medical Word Formation and Etymology (3). Systematic study of the formation of medical terms from Greek and Latin roots, to build vocabulary and recognition. For general etymology see Classics 26. Fall. Staff.

26 Word Formation and Etymology (3). Systematic study of the formation of words from Greek or Latin to build vocabulary and recognition. For medical terminology see Classics 25. Spring. Staff.

30 Classical Motifs in World Literature (3). Study of a recurring motif, such as the hero on a journey, as it appears in important Greek and Latin works, with comparative examples from medieval and modern literature, as an introduction to the nature and spirit of the classics. Fall. Reckford.

31 The Theater in the Greek and Roman World (3). The physical setting and techniques of classical theater: tragedy, comedy, and other public spectacles in Greece and Rome. Alternate years, Fall. Smith.

33 The Age of Pericles (3). An introduction to Classical civilization through study of its most important period in Greece. Attention to history, philosophy, and art. Lecture and discussion. Spring. Stadter, West.

34 Alexander and the Age of Hellenism (3). An introduction to Classical Civilization through study of the period in which it spreads beyond mainland Greece to influence and partially merge with the cultures of the Near East, Egypt, and Rome. Attention to history, literature, philosophy, and art. Lectures and discussion. Alternate years. Brown.

35 The Age of Augustus (3). An introduction to Classical Civilization through study of the literature, history, and art of one of the most crucial periods in Roman history. Lectures and discussion. Fall. Houston, Wooten.

36 The Age of the Early Roman Empire (3). An introduction to the civilization of the Roman Empire through study of the literature, history, and archaeology of its most colorful period. Spring. Houston.

42 Sex and Gender in Antiquity (3). Exploration of gender constructs, what it meant to be a woman or a man, in antiquity, as revealed in literary, historical, and archaeological sources. Readings from Homer, Euripides, Plato, Ovid, Virgil, Juvenal, Petronius, and other ancient authors. Spring. Dessen, Wooten.

43 Athletics in the Greek and Roman World (3). Study of athletics as a unifying force in ancient society, emphasizing the Olympic games and other religious festivals. Consideration of athletic professionalism, propaganda, and social trends using literary and archaeological sources. Alternate years, Fall. West.

44 Technology and Culture in the Roman Empire (3). A survey of the state of technology in Rome during the first three centuries A.D. Consideration of the interrelationships of technology and government, art, economics, and the quality of life. Alternate years, spring. Houston.

61 Homer and the Heroic Age of Greece (3). The Iliad, the Odyssey. Hesiod, heroic and oral poetry. The archaeology of Homeric Greece, the study and influence of the Homeric poems in modern times. Alternate years, Fall. West.

62 The Tragic Dimension in Classical Literature (3). The nature of the tragic and the function of tragic drama. The development and sources of Greek tragedy. Aristotle's Poetics. Alternate years, spring. Brown, Smith.

64 The Classical Background of English Literature (3). Study of Classical writers influential on selected genres of English literature. Alternate years, spring. Reckford.

77 Myth, Story, and Belief in Greek Literature (3). An introduction to myth, heroic lore, and religion through the study of major works of Greek literature. Core readings: Homer, Hesiod, and selections from tragic drama. Fall and spring. Staff..

91 Topics in Classical Studies (3). Students may suggest to the Chair of the Department topics for individual or group study. Advance arrangements required. Both semesters.

94A The Seven Liberal Arts (3). Permission of the instructor required. Intended to provide an opportunity for seniors majoring in any department to develop a personal conception of the liberal arts with an historical and philosophical structure. Open only to seniors. Spring. Kennedy.

97, 98 Honors Course (6). For departmental majors in Classical Archaeology, Classical Civilization, Greek, and Latin. Fall and spring. Mack, Brown.

109 Greek and Roman Historical Literature *(History 109)* (3). The study in English translation of selections from Herodotus, Thucydides, Livy, Tacitus, and others, with consideration of their literary qualities and their readability as historians. Fall. Linderski.

112 Classical, Christian, and Post-Classical Rhetoric *(Comparative Literature 112, Speech 112)* (3). Study of the classical tradition in rhetoric and reactions against it from the 4th century B.C. to the 18th century of the Christian era. Spring. Kennedy.

115 Roman Law (3). Introduction to Roman Law, public and private. On the basis of Roman texts in translation (or the original if desired), consideration of (a) the principles of Roman constitutional law and (b) the legal logic and social importance of Roman Civil Law. Alternate years, spring. Linderski.

118 Introduction to Byzantine Civilization (3). Intellectual and social history of the Byzantine Empire from Justinian to 1453, noting the interaction of Classical and Christian culture and Byzantium's influence on neighboring peoples and on the Renaissance. Spring. Connor.

Greek

Students interested in an undergraduate major in Greek or in a combined major in Greek and Latin should consult the Department of Classics by the second semester of the sophomore year. The basic requirements are Greek 4 and five additional Greek courses above the 4-level. For Greek as satisfying the language requirement for the B.A. degree see the "General College" section.

1 - 2 Elementary Greek Classical (4 each). Fall and spring. Staff.

1 - 2 Elementary Greek (6). Permission of the instructor required. Combined. Spring. Staff.

3 - 4 Intermediate Greek I and II (3 each). Prerequisite, Greek 1-2 or equivalent. Review of fundamentals; reading in selected classical texts, such as Xenophon, Plato, Europides, or others. Fall, spring. Staff.

5 Greek New Testament (3). Prerequisite, Greek 3 or equivalent. Offered on sufficient demand. Spring. Staff.

21 Advanced Greek I (3). Substantial readings from Homer's Iliad or Odyssey, the remainder of the selected poems to be read in translation. Fall. Staff.

22 Advanced Greek II (3). Readings from one or more Greek Tragedies. Spring. Staff.

51 Classical Greek Prose (3). Prerequisite, Greek 21. Readings in Herodotus, Thucydides, Plato, or other authors. With permission of the department, this course may be repeated for credit. Fall. Staff.

52 Greek Poetry (3). Prerequisite, Greek 22. Readings in Sappho, Aeschylus, and other authors. With permission of the department, this course may be repeated for credit. Fall. Staff.

91 Special Readings in Greek Literature (3). Prerequisite, Greek 22. Yearly as needed. Staff.

97 - 98 Honors Course (6). See Classics 97, 98.

106 Greek Dialects (3). Prerequisite, graduate status or consent of the instructor. Characteristics and historical development of the Greek dialects, including Mycenean, with reading of selected texts. Alternate years. Staff.

107 Greek Composition (3). Prerequisite, Greek 21. Alternate years. Staff.

108 Readings in Early Greek Poetry (3). Prerequisite, Greek 21 or 22. Alternate years. Brown.

109 Readings in Greek Literature of the Fifth Century (3). Prerequisite, Greek 21 or 22. Alternate years. Reckford, Stadter.

110 Readings in Greek Literature of the Fourth Century (3). Prerequisite, Greek 21 or 22. Alternate years. Kennedy, West, Wooten.

121. 122 Introductory Modern Greek (3 each). Offered irregularly. Staff.

140, 141 Problems in the History of Classical Ideas (3). Prerequisite, permission of the Department.

158 Greek New Testament (Religion 119) (3). Prerequisite, Greek 21 or equivalent. On application by five or more students. Stadter.

Latin

Students interested in an undergraduate major in Latin or a combined major in Latin and Greek should consult the Department by the second semester of the sophomore year. The requirements are Latin 21 and seven additional courses 20-level or higher. For Latin as satisfying the language requirement for the B.A. degree see "General College". Students interested in teaching Latin in public schools should consult the School of Education. Latin courses required are Latin 3, 4, 21 and any 6 courses 20-level or higher.

1 - 2 Elementary Latin (4 each). Fall and spring. Wooten; staff.

3 - 4 Intermediate Latin (3 each). Review of fundamentals. Reading in selected texts such as Catullus, Ovid, Cicero, or others. Fall and spring. Staff.

5 Medieval Latin (3). Prerequisite, Latin 3 or equivalent. Fall. Staff.

21 Virgil (3). Prerequisite, Latin 4 or placement. Systematic review of Latin grammar. Reading in Virgil's Aeneid, normally two books in Latin and the remainder in translation. Freshman and sophomore elective. Fall. Houston, Mack.

22 Cicero: The Man and His Times (3). Prerequisite, Latin 4 or placement. Careful reading of selected works. of Cicero, exercises in Latin composition. Spring. West, Linderski.

31 Roman Historians (3). Prerequisite, Latin 21. Readings in Caesar, Sallust, and/or Livy. Fall, spring. Staff.

32 Roman Comedy (3). Prerequisite, Latin 21. Readings in Plautus and Terence, or both. Staff.

33 Lyric Poetry (3). Prerequisite, Latin 21. Reading in Catullus and Horace. Staff.

34 Augustan Poetry (3). Prerequisite, Latin 21. Reading in Ovid, Tibullus, Propertius, or other poets. Staff.

51 Lucretius (3). Prerequisite, Latin 21. Reading in Lucretius and related works. Staff.

52 Petronius and the Age of Nero (3). Prerequisite, Latin 21. Staff.

53 Satire *(Horace & Juvenal)* (3). Prerequisite, Latin 21. Staff.

54 Tacitus and Pliny's Letters (3). Prerequisite, Latin 21. Staff.

91 Special Readings in Latin Literature (3). Prerequisite, Latin 21 or permission of instructort. Offered on demand. Staff.

97, 98 Honors Course (6). See Classics 97, 98.

110 Introductory Latin Composition (3). Prerequisite, Latin 22 or the equivalent. Review of Latin grammar and idiom, exercises in composition, introduction to stylistics. Fall. Staff.

111 Readings in Latin Literature of the Republic (3). Prerequisite, Latin 21 or 22. Alternate years. Linderski.

112 Readings in Latin Literature of the Augustan Age (3). Prerequisite, Latin 21 or 22. Alternate years. Mack, Reckford.

113 Readings in Latin Literature of the Empire (3). Prerequisite, Latin 21 or 22. Alternate years. Houston.

114 Readings in Latin Literature of Later Antiquity (3). Prerequisite, Latin 21 or 22 or the equivalent. Alternate years. Ganz, Kennedy.

130 Medieval Latin Literature to the End of the Carolingian Age (3). Prerequisite, Latin 14 or 102, or the equivalent. Readings of the selections from representative writers in prose and poetry. Fall. Ganz.

131 Renaissance Humanism and the Latin Tradition *(Comparative Literature 171)* (3). Prerequisite, Latin 21 or equivalent. Topics in the evolution of Humanism from the twelfth century School of Chartres through Petrarch to Erasmus, including the transmission and assimilation of ancient texts; readings in Latin from a variety of writers. Alternate years.

140, 141 Problems in History of Classical Ideas (3). Prerequisite, permission of the Department.

NOTE: One course from the group numbered 31 - 34 and one from the group numbered 51 - 54 will be offered each semester in numerical order.

Department of Communication Studies

William Balthrop, *Chair*

Note: The Department of Communication Studies was formed in August 1993 through a merger of the departments of Speech Communication and Radio, Television, and Motion Pictures. Through May 1995, students in the department may graduate with a B.A. in either Communication Studies, Speech Communication, or Radio, Television, and Motion Pictures.

Majors in the Department of Communication Studies must take a total of 27 credit hours in the department, including 3 courses identified as "core" courses and at least 3 at the 100 level.

Additionally, each major must have a coherent program of study, defined as at least 4 courses in an area of study indentified by the department, or at least 4 courses selected and justified by the student and approved by the director of undergraduate studies.

Communication Studies Major Requirements are Comm 10, Comm 11 and one of the following: Comm 12, Comm 13, Comm 31, Comm 32, Comm 33, Comm 34, Comm 60, and Comm 71. In addition to the core requirement, majors must take at least 6 additional courses, at least three of which must be numbered 100 or higher, and which constitute a coherent program.

Students are invited to work closely with faculty in courses, through independent study, cocurricular programs, and research projects. The department offers major programs leading to the B.A. and M.A. degrees. Courses are also open to nonmajors whose personal and professional goals require understanding of human communication.

RTVMP and Speech majors can see the department office for requirements pertaining to those two majors or an undergraduate bulletin dated no later than 1994.

Pre-Speech and Hearing Sciences Major:

Pre-Speech and Hearing Sciences Major: Comm 13, 22, 60, Comm 180 (SPHS 123), Comm 182 (SPHS 140), Comm 183 (SPHS 170), Comm 184 (SPHS 183/EDSP 143) and two electives from among Comm 120, 121, 122, 124, 129,160, 164, 165, 166, 169. Total 27 hours. Contact the Division of Speech and Hearing Sciences (966-1006) for dates/times of group advising sessions.

10 Communication and Social Process (3). Addresses the many ways our communication—including language, discourse, performance, and media—reflects, creates, sustains, and transforms prevailing social and cultural practices.

11 Communication Analysis and Criticism (3). Considers fundamental skills involved in developing and responding to research questions and problems that arise from investigation of a contemporary communication event.

12 *(SPCH 31)* **Voice and Articulation** (3). Designed to establish good habits of communication through the study and application of basic principles of phonetics, physiology, and delivery.

13 *(SPCH 33)* **Public Speaking** (3). Theory and extensive practice in various types of speaking.

22 *(SPCH 52)* **Introduction to Interpersonal Communication** (3). A study of interpersonal communication in a variety of situations, including interracial and intimate relationships. Considers language, nonverbal behavior, and listening.

23 *(SPCH 55)* **Small Group Communication** (3). An introduction to the theory and practice of communication in the small group setting. Course topics may include group development, conformity and deviation, gender, problem solving, and power and leadership.

24 *(SPCH 56)* **Gender and Communication /WMST 56** (3). Examines multiple relationships between communication and gender. Emphasizes how communication creates gender and power roles and how communicative patterns reflect, sustain and alter social conceptions of gender.

31 *(RTVM 76)* **Audio Production and Writing** (3). Prerequisites or permission of the instructor Analysis and application of the principles and methods of audio production.

32 *(RTVM 77)* **TV Production and Writing** (3). Prerequisites or permission of the instructor. A beginning course covering the basic techniques for producing a variety of material for television presentation. Six lecture hours per week.

33 *(RTVM 78)* **Dramatic/Fiction Writing and Preproduction** (3). Prerequisites or permission of the instructor. A basic course dealing chiefly with drama.

34 *(RTVM 87)* **Film/Video Production and Writing** (3). Prerequisites or permission of the instructor. The material, processes, and procedures of motion picture production, emphasis on the control of those elements that constitute film form. Lecture and laboratory hours.

40 *(RTVM 20)* **Introduction to Mass Communications** (3). Social Science approach to study of mass media institutions, processes and effects. Includes communication theory, research approaches, economic, political, and technical dimensions. (GC level Social Science perspective.)

41 *(RTVM 26)* **Media Criticism** (3). An introduction to the critical analysis of film and television. (GC level Aesthetic perspective.)

60 *(SPCH 41)* **Introduction to the Performance of Literature** (3). Study of a variety of literary texts (lyric, epic, dramatic) through the medium of performance. (GC level Aesthetic perspective.)

61 *(SPCH 71)* **Introduction to Group Performance** (3). Prerequisite, Comm 60 and permission of instructor. Performance theory and rehearsal techniques explored through ensemble performance.

62 *(SPCH 21)* **Oral Traditions** (3). Introductory course in the form and functions of oral traditional practices. Topic areas may include: dynamics of orality, slang, childlore, storytelling, the trickster, and oral history. (GC/BA Social Science perspective).

63 *(SPCH 46)* **Performance of African/African-American Literature** (3). Prerequisite, Comm 60. Survey of major African/American writing with alternating emphasis on poetry and narrative. (BA Aesthetic).

70 *(SPCH 11)* **Forensics** (1). Permission of the instructor required. This course provides an opportunity for interested undergraduates to practice extensively in the performance of academic debate.

71 *(SPCH 35)* **Argumentation and Debate** (3). Analysis of issues, use of evidence, reasoning, brief-making, and refutation. Argumentative speeches and debates on legal cases and on current issues. Designed for prospective law students, public policy students, speech teachers, and college debaters.

72 *(SPCH 61)* **The Rhetoric of Social Movements** (3). Explores the discourse of dissident voices in American society, particularly as they speak about grievances pertaining to race, gender, the environment; focuses on rhetorical strategies that initiate and sustain social movements.

73 *(SPCH 62)* **The Rhetoric of War and Peace /PWAD 60** (3). Explores philosophical assumptions and social values expressed by advocates of war and peace through a critical examination of such rhetorical acts as speeches, essays, film, literature, and song. (GC Philosophical).

74 *(SPCH 63)* **The Southern Experience in Rhetoric** (3). Examines recurrent themes in the rhetoric of significant Southerners and important campaigns. Considers both the rhetoric of the establishment and the rhetoric of change. (GC Western Historical).

75 *(SPCH 64)* **Environmental Advocacy** (3). Explores rhetorical means of citizen influence of practices affecting our natural and human environment; also, study of communication processes and dilemmas of redress of environmental grievances in communities and workplace. (GC level Social Science).

80 **Social Theory and Cultural Diversity** (3). An exploration of the ways in which cultural diversity has posed issues for and been addressed by different versions of social theory in both international and American context.

90 **(RTVM 90 and SPCH 91) Internships** (1 - 3). Departmental permission required. Individualized study closely supervised by a faculty adviser and by the departmental coordinator of internships.

91 *(RTVM 98)* **Independent Study and Directed Research** (3). For the COMM major who wishes to pursue an independent research project or reading program under the supervision of a selected instructor. Intensive individual research on a problem designed by instructor and student in conference. Departmental permission required.

95 *(SPCH 95)* **Special Topics in Communication Study** (3). A special topics course on a selected aspect of communication studies.

98 *(SPCH 97)* **Honors** (3). Individual projects designed by students and supervised by faculty member(s). Permission of the department is required.

99 *(RTVM 99)* **Honors** (3). Individual projects designed by students and supervised by faculty member(s). Cannot count toward the minimum requirements for the COMM major. Spring.

110 *(SPCH 181)* **Introduction to Quantitative Research** (3). Basics of data collection, measurement instrument development, and data analytic approaches to communication research are presented to the student. Emphasis is placed on practical application of research.

111 *(SPCH 131)* **Introduction to Critical Perspectives** (3). This course, assuming all humans are critics, explores theories of criticism and symbolic action through readings, lecture and practical criticism of literature, film, discourse and other symbolic acts. (BA Philiosophical).

112 *(SPCH 154)* **Persuasion** (3). Examines contemporary theory and practice of influencing others' attitudes, beliefs, and actions. Focuses particularly on analyzing and developing persuasive messages.

113 *(RTVM 162 and SPCH 67)* **Political Communication** (3). A course covering the relationship between communication and political processes and institutions. Topics include media coverage and portrayal of political institutions, elections, actors, and media influence on political beliefs. (GC Social Science).

114 *(SPCH 153)* **Social Dialects** (3). An examination of the nature and role of language, language usage, and dialect in the United States.

120 *(SPCH 152)* **Interpersonal Communication** (3). Course focuses on how communication is used to build and sustain interpersonal relationships. Forms and functions of communication are examined as a means of testing and defining relationships.

121 *(SPCH 155)* **Communication and Social Cognition** (3). An investigation of psychological aspects of communication, particularly the perceptual and interpretive processes underlying the sending and receiving of messages. (BA Social Science).

122 *(SPCH 166)* **Transcultural Communication** (3). Prerequisite, one of the following: Comm 22, 72, 73, 74. Examines interpersonal and public communication among people from different cultures. Includes case studies of individuals, sub-cultures, and nations.

123 *(SPCH 185)* **Communication in Organizations** (3). Examines internal and external systems of communication; information flow; public, small group, and interpersonal communication.

124 *(SPCH 186)* **Family Communication** (3). Analysis and exploration of personal experiences, family systems theory, and communication theory to describe, evaluate, and improve family communication patterns. Spring.

125 *(SPCH 188)* **Communication and Leadership** (3). Prerequisite, Comm 23. Critical examination of alternative theories of leadership and trends in the study of leadership; focuses on the communicative dimensions of leaderships.

126 Nonverbal Communication (3). Examines the roles and functions of nonverbal behavior in the communication process. Topic areas may include physical appearance; body, face, and eye movements; paralinguistics; haptics; nonverbal deception; the effects of environment; and personal space.

129 *(SPCH 151)* **Topics in Interpersonal and Organizational Communication** (3). Designed for advanced students, course provides in-depth examination of particular theories of human communication. Course focus varies.

130 *(RTVM 176)* **Advanced Audio Production** (3). Prerequisite, Comm 31. Advanced analysis and application of the principles and methods of audio production.

131 *(RTVM 177)* **Television Directing** (3). Prerequisite, Comm 32. The aesthetics of television directing: script analysis, direction of performance, set and lighting design, creative visual and radio communications. Students direct several television projects.

132 *(RTVM 179)* **Advanced Scriptwriting for Television, Film and Stage** (3). Prerequisite, Comm 33. A major writing project will be completed by each student, either dramatic or nonfiction for radio, television, film, or stage.

133 *(RTVM 182)* **Media Acting and Performance** (3). Study and practice in acting and performance for radio, television and motion pictures.

134 *(RTVM 187)* **Film/Video Directing** (3). Prerequisite, Comm 34. The theory and techniques of film/video directing are studied in lecture, demonstration, and individual student projects.

139 *(RTVM 101)* **Special Topics in Media Production** (3). Prerequisites. A special topics course on a selected aspect of media production or writing.

140 *(RTVM 125)* **Mass Media Criticism and Theory** (3). Examination and application of contemporary critical approaches to mass mediated works, survey of current issues in aesthetic theory as related to mass media.

142 *(RTVM 144)* **The Documentary Idea** (3). Historical and theoretical examination of expressions of the documentary idea in different eras and various modes including film, television, and radio.

143 *(RTVM 145)* **History of Film** (3). Study of the development of the art and craft of the film through examining individual films and topics stressing the interaction of aesthetic considerations with socio-cultural and institutional settings.

144 *(RTVM 154)* **Mass Communication and Information Technologies** (3). A survey of developing telecommunication systems and technologies and their impact on the traditional electronic media and society.

145 *(RTVM 161)* **Informational Broadcasting** (3). Study of the structure, preparation, and production of informational radio and television programs including the investigative documentary and radio and television "talk" programs. Instruction in data collection, analysis, and preparation of informational programs.

146 *(RTVM 158)* **Contemporary Issues in Media Law and Regulation** (3). A study of current issues and the changing dimensions of media law and regulation.

147 *(RTVM 163)* **Issues in Mass Media Ethics** (3). Prerequisite, Comm 40. The course examines the continuing and current significant ethical issues in the full range of American mediated communication through print, broadcast, cable, film, popular recordings, from a basis of the main systems of Western ethical thought. Fall.

148 *(RTVM 120)* **Cinema of the Third World** (3). Designed for the nonmajor this course examines contemporary filmmaking in Africa, Latin America, and the Middle East as an aesthetic response to the conventions of "dominant" Hollywood style. (B.A. Non-Western/Comparative perspective.)

149 *(RTVM 147)* **Third World Media** (3). The cultural and educational uses of radio and television are studied in the developing countries of Africa, Latin America, and India. Emphasis will be placed on the new electronic media and their effectiveness in serving developing countries. (BA Non-Western).

150 *(RTVM 130)* **Mass Media and American Popular Culture** (3). An examination of the communication processes and an assessment of the cultural significance of popular films and television programs. The theoretical discussion of popular culture will focus on the problematic distinction between high art and low art, elite culture, and popular culture. Popular works of art will be considered in the light of their authors, genre, and social, cultural, and historical contexts.

151 *(RTVM 148)* **International Film/Television** (3). Study of the emergence of film/television art within a specific international context, such as Scandinavia or Great Britain, with particular attention to comparisons and contrasts with the United States in general and Hollywood in particular. (BA Aesthetic).

152 *(RTVM 150)* **Minorities and the Media** (3). The course traces the development of minorities in film, radio and television, and the press, looking at trends and treatment of minorities by the media, and how and if they have changed.

153 *(RTVM 160)* **Community and Media** (3). A study of the electronic media as a feedback mechanism for community organization and social change. A variety of broadcast and nonbroadcast uses of the media are studied.

154 *(RTVM 157)* **Media Law and Regulation** (3). A study of laws affecting media; the role of the courts and federal regulatory agencies in media regulation.

155 *(RTVM 146)* **International Communication and Comparative Journalism** *(JOMC 146/POLI 146)* (3). Development of international communication; the flow of news and international propaganda; the role of communication in international relations; communication in the developing nations; comparison of press systems. (BA Social Science).

156 *(RTVM 113)* **Introduction to Instructional Materials Production** *(EDUC 113)* (3). The planning and production of two and three dimensional instructional materials, such as: television graphics, slides, overhead transparencies, manipulative tactile materials, and animated pictures.

159 *(RTVM 102, 104 and 105)* **Special Topics in Media Studies** (3). A special topics course on a selected aspect of mass media.

160 *(SPCH 146)* **Performance of Women of Color** *(WMST 146)* (3). Prerequisite, Comm 60 or permission. The course explores contemporary poetry, feminist discourse, and performance traditions by Latina, Native American, and African-American women. Study of culture and performance will culminate in the enactment of poetry. (BA Aesthetic).

161 *(SPCH 173)* **Oral History and Performance** *(WMST 173/HIST 173)* (3). This course combines readings and fieldwork in oral history with study of performance as a means of interpreting and conveying oral history texts. Emphasis on women's history. Fall, spring.

162 *(SPCH 141)* **Group Performance** (4). Prerequisite, Comm 60, 61, one 100-level performance course and permission of instructor. Theory and practice in adaption, direction, and group performance of texts.

163 *(SPCH 142)* **Performance of Children's Literature** (3). Prerequisite, Comm 60 and permission of instructor. The course explores advanced performance theory while focusing exclusively on contemporary poetry, prose fiction, and drama intended for young audiences. Both solo and group performances for young viewers are included. (BA Aesthetic).

164 *(SPCH 143)* **Poetry in Performance** (3). Prerequisite, Comm 60. Critical, aesthetic, and rhetorical approaches to performed poetry. (BA Aesthetic).

165 *(SPCH 144)* **Performance of Dramatic Literature** (3). Prerequisite, Comm 60 or English 26. Approaches to the relationship between poetry and dramatic action in performance of selected poetic dramas. (BA Aesthetic).

166 *(SPCH 145)* **Narrative Fiction in Performance** (3). Prerequisite, Comm 60. Study of selected short stories and novels in performance with emphasis on narrative point of view. (BA Aesthetic).

167 *(SPCH 147)* **Rhetoric of Performance** (3). Prerequisite, Comm 60 or 62 and one 100-level Speech class. Addresses rhetorical conceptions of performance. Topic areas may include performance in ritual and cultural theory; modernist avant-gardism and epic theatre; postmodern performance; performance of oral history.

169 *(SPCH 171)* **Special Topics in Performance Studies** (3). Prerequisite, Comm 60 and one 100-level performance course. Advanced study of selected topics drawn from performance history, theory, and practice.

170 *(SPCH 112)* **Classical Rhetoric** *(CLAS 112)* (3). Lecture on the nature, development, and influence of Greek and Roman rhetoric, with class discussion of important rhetorical treatises.

171 *(SPCH 134)* **Introduction to Rhetorical Theory and Practice** (3). Prerequisite, Comm 72, 74 or instructor permission. Investigates contemporary theories of purposive symbolic behavior; focus is upon rational, psychological, and dramatistic explanations of human behavior.

172 *(SPCH 136)* **Public Policy Argument** (3). Prerequisite, Comm 71 or permission of instructor. Analyzes arguments in 20th-century decisions in an attempt to understand bases of justification; topics include deliberation about values, the logic of prediction, and the criterion of reasonableness in selection of a policy alternative.

173 *(SPCH 161)* **The American Experience in Rhetoric** (3). Prerequisite, Comm 72, 73, 74, or instructor permission. Examines public discourse from the colonial period to the present. Discourses, critical perspectives and historical periods studied will vary.

174 *(SPCH 162)* **War and Culture** ***(PWAD 162)*** (3). This course examines American cultural myths about war generally and specifically about the causes of war, enemies, weapons, and warriors, and the way these myths constrain foreign and defense policy, military strategy, and procurement. Fall.

175 *(SPCH 165)* **Speechwriting** (3). Prerequisite, Comm 13 or 71. Introduces the student to the principles of writing speeches with special attention to adaptation to audience and occasion and to oral style.

179 **Special Topics in Rhetoric and Cultural Studies** (3). A special topics course on a selected aspect of Rhetoric and Cultural Studies.

180 *(SPCH 123)* **Introductory Audiology** *(SPHS 123)* (3).

182 *(SPCH 157)* **Applied Phonetics** *(SPHS 140)* (3). Prerequisite, Comm 181 or equivalent. A study of the acoustic, articulatory, auditory, and physiological aspects of the production of speech.

183 *(SPCH 150)* **Anatomy and Physiology of the Speech and Hearing Mechanism** *(SPHS 170)* (3). Anatomy and physiology of the speech producing and aural mechanism.

184 *(SPCH 159)* **Introduction to Communication Disorders** *(EDSP 143)* (3). An introduction of communication disorders.

Curriculum of Comparative Literature

George A. Kennedy, *Chair*

The Curriculum of Comparative Literature explores the major works of Western literature, as well as interrelations among national literatures, thereby enabling students to acquire a broad, liberal education. Sophomores planning to major in Comparative Literature should take the foreign-language option and the two-semester Great Books course (CMPL 21 & 22) as part of their General College requirements.

An undergraduate major consists of eight courses: two literature courses in a foreign language (beyond the requirements of the General College foreign-language option); two courses in Classics; and four courses taught within the Curriculum of Comparative Literature, to be chosen in consultation with the undergraduate adviser.

Minor in Comparative Literature

The minor in Comparative Literature is available to any undergraduate who has completed CMPL 21 and 22 as part of the General Education requirement or completes these courses during the junior year.

In addition to:
CMPL 21 - Great Books: Renaissance through Neoclassicism
CMPL 22 - Great Books: Romanticism through Modernism

The minor in Comparative Literature consists of the following courses:

For students majoring in foreign literature (French, German, Italian, Latin, Russian, Spanish, etc.) the requirements for the minor are four additional courses listed or cross-listed in Comparative Literature, with one exception. Courses cross-listed between Comparative Literature and Classics may not be counted for a minor in Comparative Literature by students majoring in Classics.

For students majoring in other departments, curricula, or schools, the requirements for the minor are one literature course in a foreign lannguage (i.e., literature read in the original language, but not conversation) beyond the General College foreign language requirement and four additional courses listed or cross-listed in Comparative Literature.

Undergraduates majoring in Comparative Literature may minor in any department, curriculum, or school in which a minor program is offered. However, the two foreign language literature courses required for the major in Comparative Literature may not also be counted as part of a minor in any of the foreign language departments.

Courses in Comparative Literature for Undergraduates

21 Great Books: Renaissance through Neoclassicism (3). Selected readings from Western literature, including authors such as Dante, Rabelais, Cervantes, Montaigne, Shakespeare, Racine, Moliere, Sterne, Lessing, Voltaire. Fall. Staff. Fulfills aesthetic perspective requirement.

22 Great Books: Romanticism through Modernism (3). Selected readings from Western literature, including authors such as Goethe, Flaubert, Dostoevsky, Tolstoy, Ibsen, Kafka, Mann, Proust, Camus, Brecht and Woolf. Spring. Staff. Fulfills aesthetic perspective requirement.

51 Introduction to Comparative Literature (3). The history and definition of Comparative Literature as a discipline, including discussion of such central concepts as periodization, genre, and literary influence, as well as an exploration of some contemporary critical theories. Richards.

81 Philosophy and Literature in the 18th and 19th Centuries (3). The influence of philosophy on literature during the 18th and 19th centuries in Western Europe, focusing on such figures as Shaftsbury, Pope, Leibniz, Voltaire, Kant, Novalis, Comte, Balzac, Taine, Zola. Fulfills philosophical perspective requirement.

85 Structuralism and the Humanities (3). An examination of structuralism as an international and interdisciplinary movement, and as a mode of interpretation of such diverse cultural artifacts as folktale, myth, poetry, narrative, film, and painting. Leonard.

90 Form and Vision in the Modern Novel (3). A study of modern trends in the structure of the novel, including works by such writers as Proust, Faulkner, Hesse, Woolf, Mann, Robbe-Grillet and Gide. Leonard. Fulfills aesthetic perspective requirement.

92 Women and Work, 1850 - 1900 (3). An explanation of the problems of work for women in the later nineteenth century, drawing on both historical and fictional materials to illuminate each other. Furst. Fulfills social science perspective requirement.

93 Adolescence in Twentieth-Century Literature (3). An analysis of the literary portrayal of adolescence by major twentieth-century English, American, and European writers, focused on dominant themes and modes of representation. Furst. Fulfills aesthetic perspective requirement.

94 Interdisciplinary Seminar in Renaissance Studies *(History 94D, Romance Languages 94A)* (3). An interdisciplinary thematic study of Renaissance (14th, 15th, and 16th centuries) letters, art, historic movements in Europe. Fall or spring. Masters/Headley. Capstone course, Western Historical Perspective.

95 Special Topics in Comparative Literature (3). Offered any semester. Staff.

96 Modern Women Writers: The Development of a Literary Tradition (3). The development of a women's literary tradition in the works of such writers as George Sand, George Eliot, Isak Dinesen, Colette, Virginia Woolf, Gertrude Stein, Marguerite Duras, Nathalie Sarraute, Marguerite Yourcenar. Leonard. Fulfills aesthetic perspective requirement.

97 Honors Course (3). Required of all students reading for honors in Comparative Literature. Fall. Staff.

98 Honors Course (3). Required of all students reading for honors in Comparative Literature. Spring. Staff.

Courses for Graduates and Advanced Undergraduates

Period Courses

140 Reading Course (Var.). Staff.

150 Major Works of Twentieth-Century Critical Theory (3). Prerequisite, two courses in CMPL or graduate status. Comparative study of representative works on literary and cultural theory or applied criticism to be announced in advance. Spring. Leonard.

170 The Middle Ages (3). Study of selected examples of Western medieval literature in translation, with particular attention to the development of varieties of sensibility in various genres and at different periods. Alternate years. E. D. Kennedy. Aesthetic perspective.

172 Literature of the Continental Renaissance in Translation (3). Discussion of the major works of Petrarch, Boccaccio, Machiavelli, Castiglione, Ariosto, Tasso, Rabelais, Ronsard, Montaigne, Cervantes, and Erasmus. Alternate years. Masters. Aesthetic perspective.

173 Baroque (3). Comparative analysis of the characteristic theme of seventeenth-century prose and poetry with sampling of representative texts from Italy, France, Spain, Germany, and England. Alternate years.

174 The Eighteenth Century (3). A study of 18th-century European literature, its regional manifestations, the development of its genres, and its relation to the Enlightenment, Neoclassicism, rationalism, and cults of sensibility. Readings of major literary and philosophical texts, and recent critical assessments.

175 Romanticism (3). An exploration of the period concept of Romanticism, using selected literary works by such writers as Blake, Wordsworth, Coleridge, Goethe, Novalis, Schlegel, Hugo, Nerval, Chateaubriand. Alternate years. Furst.

176 Realism (3). An exploration of the period concept of Realism through selected works by such writers as George Eliot, Dickens, James, Dostoevsky, Tolstoy, Balzac, Stendhal, Flaubert, Zola. Alternate years. Furst.

177 Naturalism (3). The Naturalist movement in European and American literature of the late nineteenth and early twentieth centuries, focusing on its philosophical, psychological, and literary manifestations in selected plays and novels. Spring (alternate years). Furst.

178 Modernism (3). An exploration of the period concept of modernism in European Literature, with attention to central works in poetry, narrative, and drama, and including parallel developments in the visual arts. Fall or spring. Leonard.

Genre Courses

180 Concepts and Perspectives of the Tragic (3). Ancient and modern versions of tragic themes, tracing the transformations of Greek myths in the light of emerging concepts of tragedy. Includes works by Sophocles, Corneille, Racine, Goethe, Sartre and Giraudoux. Alternate years.

184 The Drama from Ibsen to Beckett (3). The main currents of European drama from the end of the nineteenth century to the present. Includes Chekhov, Strindberg, Pirandello, Lorca, Brecht, Anouilh.

185 Approaches to the Novel (3). The narrative techniques of selected works by Dostoevsky, Gide, Kafka, Mann, Woolf, Sartre, Camus, and others. Alternate years. Leonard.

Special Topics Courses

145 History of Aesthetics (3). Ancient and modern positions in aesthetics, with attention to their philosophical foundations and their significance for the study of literature. Including Plato, Aristotle, Plotinus, Kant and Hegel. Spring. Smyth. Philosophical Perspective.

191 Autobiography as a Literary Form (3). The rise and evolution of interest in the self in literary forms from St. Augustine's to Rousseau's Confessions through Abelard, Dante, Petrarch, Cellini, and Montaigne. Alternate years. Cervigni.

Cross-listed Courses

CMPL 30 Classical Motifs in World Literature. (3). Reckford. (Classics)

CMPL 64 The Classical Background of English Literature (3). Smith. (Classics)

CMPL 89 Interdisciplinary Seminar in Renaissance Studies (3). Headley and Masters. (Romance Languages)

CMPL 111 The Rhetoric of the Sophists, Plato, and Aristotle (3). G. A. Kennedy. (Classics)

CMPL 112 Classical, Christian, and Post-Classical Rhetorics (3). G. A. Kennedy. (Classics)

CMPL 135 Consciousness and Symbols (3). Peacock. (Anthropology)

CMPL 142 Philosophy in Literature (3). Smyth. (Philosophy)

CMPL 153 Medieval Romance (3). E. D. Kennedy. (English)

179 Literature of the Americas *(English 179)* (3). Prerequisite, two years of college level Spanish or equivalent. Permission of instructor required. An examination of U.S.-Latin American political, social, and cultural interaction, drawing on a multidisciplined analysis of representative texts from U.S. and Latin America, selected from a variety of genres. Readings and class selections in both English and Spanish. Whisnant.

Department of Computer Science

Stephen F. Weiss, *Chair*

The Department of Computer Science offers instruction and performs research in theory, techniques, and applications of computing. Although primarily a graduate department, it offers courses and academic advice to undergraduates majoring in other programs.

Undergraduate students interested in specializing in computer science should consider the Computer Science Option of either the B.S. in Mathematical Sciences or the B.S. in Applied Sciences. Details are available in the catalog sections for each curriculum and from the curriculum offices.

Students in any field interested in preparing for a graduate program in computer science should consult an undergraduate adviser in the Computer Science Department.

Students who wish to devote serious study to programming should begin by taking either COMP 14 or COMP 15, and continue with COMP 114 and COMP 121. We urge that an introductory programming course be taken in the freshman year. Students with programming experience in any language should consult a Computer Science adviser to determine whether they should start in a more advanced course instead.

Students who wish to use computers vocationally should take one of the introductory courses and one or two more advanced courses. Students planning careers in mathematics or science should consider taking COMP 114, 121, and 151. COMP 171 and 172 are appropriate for students interested in the social sciences or humanities. The department encourages all students who wish to develop the ability to use a personal computer for common applications to take COMP 4. COMP 96 satisfies the Philosophical Perspective requirement in the General College and has no programming prerequisite.

Courses

4 Computers: Power Tools for the Mind (3). Skillful use of personal computers and standard packaged software in everyday tasks. Lectures and extensive laboratory exercises. How computers and packages work. Applications. Social effects and social concerns. Fall, spring, and summer. Walsh, Holton.

14 Introduction to Programming (3). Introduction to computer use. Approaches to problem-solving; algorithms and their design; fundamental programming skills, using Pascal. Students may not receive credit for both COMP 14 and 15. Fall, spring, and summer. J.B. Smith, Coggins, Weiss.

15 Introduction to Functional Programming (3). An introduction to programming in the functional programming style, e.g., using a dialect of LISP. A brief introduction to an imperative language such as Pascal. A first course for prospective majors or students with some programming background. Students may not receive credit for both COMP 14 and 15. Fall. Stanat.

90 Research in Computer Science (1 - 3). For advanced majors in the Mathematical Sciences and Applied Sciences curricula who wish to conduct a research project with a faculty supervisor. May be taken repeatedly for up to a total of 6 credit hours. Staff.

92 Practicum (2 - 3). Prerequisites, COMP 114, concentration in Computer Science Option of the Curriculum in Mathematical Sciences. Work experience in nonelementary computer science approved by the instructor. The grade, pass or fail only, will depend on a substantial written report by the student and a written evaluation by the employer. Staff.

96 Computers and Society (3). Cultural, social, philosophical, technical and economic effects of computers. Ethics of technology and computer use. Influence of computers, as paradigms, on world view. Computers (and robots) as autonomous (human ?) beings. Fall, spring, and summer. Halton. Fulfills philosophical perspective requirement.

114 Foundation of Programming (4). Prerequisite, COMP 14 or 15. May not be taken for credit together with COMP 104, 105, 110 or 119. Advanced programming. Program specifications; preconditions; post conditions loop invariants. Linear date structures, searching and sorting. Algorithms paradigms and analysis. Fall and spring. Stanat, Weiss, Calingaert.

120 Computer Organization (3). Prerequisite, COMP 110 or 114. Data representation, computer architecture and implementation, assembler language programming. Spring. Mago, Watanabe, Hedlund.

121 Data Structures (3). Prerequisites, MATH 81 and COMP 114. The analysis of data structures and their associated algorithms. Lists, stacks, queues, trees, and graphs. Hashing and overflow techniques. Sorting and searching. Fall. Halton.

122 Algorithms and Analysis (3). Prerequisites, COMP 120 and COMP 121; permission of the department (except for graduate students in Computer Science). Formal specification and verification of programs. Techniques of algorithm analysis. Problem-solving paradigms. Survey of selected algorithms. Fall. Hedlund, Plaisted, Stanat.

130 Files and Databases (3). Prerequisite, COMP 120, 121, Math 81. Placement of data on secondary storage. File organization. Database history, practice, major models, system structure and design. Fall. Calingaert, Stotts.

140 Introduction to Translator Systems (3). Prerequisites, COMP 120, 121. Strategies and issues in translation of computer languages. Assemblers, interpreters, phases of high-level language compilation. Includes a significant translator implementation project. Spring, alternate years. Staff.

142 Introduction to Operating Systems (3). Prerequisites, COMP 120, 121. Types of operating systems. Concurrent programming. Management of storage, processes, devices. Scheduling, protection. Case study. Students implement significant components of a small operating system. Spring, alternate years. Jeffay.

144 Programming Language Concepts (3). Prerequisite, COMP 121. Concepts of high level programming and their realization in specific languages. Data types, scope, control structures, procedural abstraction, classes, concurrency. Run-time implementation. Fall. Prins, Stotts.

145 Software Engineering Laboratory (3). Prerequisites, COMP 120, 121 and permission of instructor. (Open to graduate students in Computer Science and honors undergraduates in the Computer Science Option.) Organization and scheduling of software engineering projects, structured programming, and design. Each team will design, code, and debug program components and synthesize them into a tested, documented program product. Spring. Schwab, McHugh, Coggins.

170 Applications of Natural Language Processing *(LIBS 170)* (3). See course listings for School of Information and Library Science for details.

171 Natural Language Processing *(LIBS 115)* (3). Prerequisite, COMP 14 or 15. Statistical, syntactic, and semantic models of natural language. Tools and techniques needed to implement language analysis and generation processes on the computer. Fall, alternate years. Weiss., J.B. Smith.

172 Information Retrieval *(LIBS 172)* (3). See course listings for School of Information and Library Science for details.

181 Models of Languages and Computation (3). Prerequisites, COMP 14 or 15 and MATH 81 or permission of instructor. Introduction to the theory of computation. Boolean functions, finite automata, pushdown automata, and Turing machines. Unsolvable problems. The Chomsky hierarchy of formal languages and their acceptors. Spring. Halton, Tyagi, Plaisted.

190 Topics in Computer Science (Var.). Prerequisite, permission of the instructor. This course will have variable content and may be taken multiple times for credit. Fall or spring. Staff.

Department of Dramatic Art

Milly S. Barranger, *Chair*

The Department of Dramatic Art of UNC-Chapel Hill is one of the oldest university drama departments in the country. It counts among its alumni distinguished theatre and television artists, literary figures, and theatre scholars as well as leaders in educational theatre.

The undergraduate program is part of the general curriculum within the College of Arts and Sciences and the General College. In the context of liberal arts studies, the Dramatic Art student has the opportunity to learn about theatre in the classroom. The presence of PlayMakers Repertory Company (a full-season professional Equity theatre) with its resident and guest professionals provides opportunities for students to associate with and learn from theatre professionals active in the regional and commercial theatre.

Students majoring in Dramatic Art receive a Bachelor of Arts degree. The department intends for undergraduate studies in theatre to center within the classroom (and a core curriculum). In this program the student acquires a broad basis for understanding and appreciating theatre as a cultural and artistic process. The program also provides opportunities for students to learn and develop basic skills in the various areas of theatre. During the process, the student develops a discriminating attitude towards quality in theory and practice. The department, moreover, has proved especially suited to those pursuing professional or academic careers in theatre after completion of the B.A. degree. In addition, the Dramatic Art major provides suitable background for work in such related fields as teaching, advertising, journalism, and business.

The Department of Dramatic Art offers a broad-based curriculum leading to the Bachelor of Arts degree. This program is centered in a required core group of six courses (Drama 50, 64-1, 64-2, 81, 82, and 83), and four electives for the ten-course major. Drama 20 (Play Analysis) is a prerequisite to the dramatic art major, and does not count toward the ten-course major. Majors must take Drama 20 prior to enrolling in Drama 50, 81, 82 or 83. The department also offers an honors program (Drama 99) in scholarly or creative projects for eligible students.

The College of Arts and Sciences allows a total of 40 hours to count toward graduation in a student's major field. This permits a student to choose as many as six additional courses and concentrate on a particular field of interest within the major.

Because this program exists within liberal arts colleges, coursework and classroom assignments are always a first priority. Nevertheless, students should realize that production work is as important to fulfill as any other commitment. The faculty realizes that productions make great demands on the time of all participants: actors, stage managers, designers, directors, technicians, and crews. Students naturally place a priority on work presented to the public. However, students must realize that in a Bachelor of Arts degree program such commitments are extra work beyond classroom responsibilities. They must, therefore, thoroughly organize their time and commitments when obligating themselves to any production, so that classroom work is not diminished in quality or quantity. The faculty encourages all students to develop the necessary discipline to fulfill their classwork and production activities.

The Dramatic Art Department provides undergraduates with opportunities to study and engage in live theatre with other students, a professional faculty, and visiting professional artists. Two faculty-directed productions are produced in the 285-seat Playmakers Theatre each year for UNC-Chapel Hill undergraduates. Extensive performance work is done in the Laboratory Theatre ("The Lab") located in Graham Memorial, where undergraduates themselves produce a season of 10 or more productions. Undergraduates may audition for PlayMakers Repertory Company (PRC-a professional Equity theatre on campus and a member of the League of Resident Theatres) and upon occasion be cast in appropriate roles. They are also strongly encouraged to become involved in technical assistance and assignment to running crews with the professional theatre. Auditions for departmental productions are open to all registered undergraduate students within the University, not just drama majors. Dramatic Art majors are required to attend both Departmental and PlayMakers Repertory Company productions as part of their total program.

Students and prospective students may consult the Director of Undergraduate Studies in 206 Graham Memorial Building.

Minors in Dramatic Art

For interested students the Department offers academic minors in dramaturgy and theatrical design.
In the dramaturgy minor, the focus is on dramatic literature, theatre history, dramaturgy, and critical writing. The undergraduate minor in Dramatic Art (dramaturgy) consists of four courses:

DRAM 20 - Play Analysis
and three courses selected from the following:
DRAM 81 - Literature/History I
DRAM 82 - Literature/History II
DRAM 83 - Literature/History III
DRAM 84 - Dramatic Theory and Criticism
DRAM 86 - Latin American Theatre
DRAM 150 - Shakespeare in the Theatre.

No production and/or performance courses may count toward the minor and minor courses may not be used to satisfy Arts and Sciences perspective requirements.

Given the interest of nonmajors in our design courses, the faculty proposes a second academic minor in Dramatic Art (theatrical design) to include the following options from courses presently in the curriculum:

DRAM 20 - Play Analysis (Required for the minor and offered each semester)
Three additional courses from among those listed below:
DRAM 165 - Sound Design
DRAM 166 - Scene Design
DRAM 167 - Costume Design I
DRAM 168 - Lighting Design
DRAM 169 - Costume Design II
DRAM 170 - Survey of Costume History
DRAM 171 - Non Western Costume History
DRAM 175 - Period Styles for the Theatre

15 Elements of the Drama (3). A survey of plays from the Greeks to the present, analyzed through such elements of the dramatic text as action, character, structure, and language. Fall and spring. Versenyi (General College perspective.)

16 Elements of the Theatre (3). A survey of the interrelationships of acting, directing, designing, and playwriting through the study of major periods of theatrical expression and representative plays. Fall and spring. Rinehart, staff. (General College perspective.)

20 Play Analysis (3). Prerequisite to 50, 62, 81, 82, and 83 for majors. Development of the skill to analyze plays for academic and production purposes through the intensive study of representative plays. Fall and spring, Rinehart, Versenyi, Huey. (General College aesthetic perspective.)

30 Stage Makeup (1). A laboratory course exploring the principles and applications of stage makeup. Also applicable to film and television. May be repeated for credit. Staff.

35 Acting for Nonmajors (3). Introduction to basic processes and techniques of acting for the stage. Fall and spring. Barnett, staff.

40 Voice Training I (3). Fundamental principles underlying the effective use of the voice and speech in performance. Fall. Staff.

41 Voice Training II (3). Prerequisite, Dramatic Art 40. A continuation of Dramatic Art 40. Spring. Lane.

50 Beginning Acting for the Major (3). Prerequisite, Dramatic Art 20. Introduction to basic acting tools with emphasis on the playing of actions and the pursuit of an objective prompted by personalized given circumstances. Performance work drawn from short texted and improvised scenes. Fall and spring. Corvinus, Strong, Rinehart.

51 Intermediate Acting for the Major (3). Prerequisite, Dramatic Art 50. Building on the foundations established by Dram 50, a deeper exploration of the use of actions and given circumstances required by specific texts, with emphasis on contemporary realism. Fall and spring. Corvinus.

52 Advanced Acting for the Major (3). Prerequisites, Dramatic Art 51. Development of the actor's technique in verse drama with emphasis on scansion and textual analysis as guidelines for actions, characterization, and given circumstances. Scene and monologue work drawn from the works of Shakespeare. Fall and spring. Corvinus.

56 Movement for the Actor (3). An introduction to the range of physical qualities available to the actor through techniques in relaxation, stretch and placement, and Effort/Shape. Fall and spring. Staff.

57Movement for the Actor II (3). Prerequisite: Drama 56 or Instructor's permission. A continuation of the work in Drama 56 with added emphasis on specific theatre movement techniques, such as stage combat. Spring. Turner.

60 Stagecraft (3). A general survey of the materials, equipment, and processes used in technical theatre. Fall and spring. Manning.

62 Directing (3). Prerequisite, Dramatic Art 20. An introductory course in the principles of stage directing; analysis for concept, organization of production, and methodology of staging. Fall and spring. Hammond, Vensenyi.

64 Technical Methods (3). Introduction to equipment and procedures in the design and execution of plans for the scenery, lighting, and costuming of theatre presentations. One section will concentrate on scenery, and one on costuming. May be repeated for credit. Twelve laboratory hours per week, plus assigned crew work in departmental productions. Fall and spring. Manning.

65 Dramatic Art Projects (3). Limited to juniors and seniors majoring in Dramatic Art. Permission of Department required. Intensive individual work in major areas of theatrical production: design, technical, directing, acting, playwriting, management. May be repeated for credit. Fall and spring. Staff.

81 Theatre History and Literature I (3). Survey of theatre practice and writing from the Greeks to 1700. Fall. Barranger. (B.A. perspective.)

82 Theatre History and Literature II (3). Survey of theatre practice and writing from 1700 to 1920. Spring. Barranger, Versenyi. (B.A. perspective.)

83 Theatre History and Literature III (3). Survey of theatre practice and writing from 1930 to the present. Alternate years. Barranger. (B.A. perspective.)

84 Studies in Dramatic Theory and Criticism (3). Seminar in dramatic theory and criticism with emphasis on the modern period. Topics to be selected by the instructor. May be repeated for credit. Alternate years. Staff. (B.A. perspective.)

86 Latin American Theatre (3). This course explores the historical and aesthetic development of Latin American theatre, focusing on particular factors that distinguish this theatre from the Western European tradition. Alternate years. Versenyi. (B.A. perspective.)

99 Honors Project in Dramatic Art (Var). Prerequisite, 3.2 cumulative grade point average and permission of Departmental Honors adviser. The completion of a special project (essay or creative endeavor), approved by the Department, by a student who has been designated a candidate for undergraduate honors. Fall and spring. Corvinus.

100 Technical Direction (3 - 6). Prerequisite, Dramatic Art 64, Section 2 or equivalent technical practice in theatre production. Also permission of the instructor. A study of technical and engineering problems in theatre production and standard theatrical drafting and construction conventions. Fall and spring. Rolleri.

101 Stage Management (3). A study of the basic principles and practices of modern stage management. Permission of Department required. Fall and spring. Staff.

150 Shakespeare in the Theatre (3). A study of the literary, stage history, and production problems of representative plays. Fall and spring. Staff. (B.A. perspective.)

155 Playwriting (3). Permission of Department required. A practical course in writing for the stage with studio productions of selected works. May be repeated for credit. Fall and spring. Huey. (B.A. perspective.)

157 Playwriting (3). Prerequisite, at least one semester of Dramatic Art 155. A practical course in writing for the theatre. Spring. Huey.

165 Sound Design (3). The study of general principles of sound design for the theatre. Theory and application of sound design techniques for the stage, including script analysis, staging concepts, special effects, sound plots, and technology. Fall. Staff.

166 Scene Design (3). Permission of instructor required. General principles of visual design as applied to scenery for the theatre. Instruction in standard techniques of planning and rendering scene design. Spring. Staff. (B.A. perspective.)

167 Costume Design I (3). Prerequisite, permission of instructor required. Studies and practicum in play analysis and costume design for the theatre. Instruction in techniques of planning and rendering costume design. Fall. Staff. (B.A. aesthetic perspective.)

168 Lighting Design I (3). Prerequisite, Dramatic Art 100 or equivalent training in drafting. General principles of lighting design as applied to the performing arts. Theory and instruction in standard techniques of lighting for the stage. Fall. Manning.

169 Costume Design II (3). Prerequisites, Dramatic Art 167 and permission of instructor. Practicum in costume design for the theatre focusing on the requirements of professional theatre production and alternative costume design solutions. Spring. Alternate years.

170 Survey of Costume History (3). A survey of historic costume forms from Ancient Egypt to the present time. Fall and spring. Owen. (B.A. Western Historical perspective.)

171 Non-Western Costume History (3). A survey of the traditional costume forms on the African Continent, in Asia (China, Japan, India), and on the Arabian Peninsula. Spring 1994. Owen (B.A. Non-Western/Comparative Perspective.)

172 Special Topics in Costuming (Var. 1-3). Course includes subjects in the aesthetics of costume design and history as related to the organization and construction of theatrical costumes. Spring. Alternate years. Adamson.

173 Costume Construction I (Var. 1-3). Prerequisite, permission of instructor. Instruction in pattern making through flat drafting and draping, as well as fitting and construction techniques as applicable to theatrical costuming. Fall. Staff.

174 Costume Construction II (Var. 1-3). Prerequisite, Drama 173, or permission of instructor. Continuation of instruction and construction techniques begun in Drama 173. Spring. Adamson.

175 Period Styles for the Theatre (3). A study of visual, cultural, and social styles through history as the forms developed, and as they relate to stylistic production for the theatre. Spring. Staff. (B.A. Western Historical perspective.)

177 Principles of Design (3). Studies and practicum in the principles of design applied to designing for the stage, with emphasis on the principles of unity between scenery, costume, and lighting. Fall. Staff. (B.A. aesthetic perspective.)

190 Theatre Management (3). Practicum in theatre management procedures and business of the theatre involving box office, audience development, research, publicity, operational and contract procedures in regard to artists, technicians, managers and producers. Students actively engage in management areas of the PlayMakers Repertory Company and productions of the Department of Dramatic Art. Fall and spring. Thorp.

192 Special Studies (Var. 0.5 - 3.0). Permission of undergraduate adviser. Credit for performance and/or production experience in Department of Dramatic Art productions, including PlayMakers Repertory Company. A minimum of 15 hours per week is required during the rehearsal period and a faculty evaluation at the close of the production. May be repeated for credit. Fall and spring. Corvinus.

194 Professional Theatre Laboratory (3 - 12). Individual programs or internship in acting, directing, design, management, and playwriting under the guidance of professional practitioners in conjunction with the PlayMakers Repertory Company or other professional theatre organizations. Open only to advanced students with permission of the department Chair required. Offered as required. Staff.

Department of Economics

Robert E. Gallman, *Chair*

The Department of Economics offers courses leading to a B.A. degree with a major in economics through the College of Arts and Sciences. The M.S. and Ph.D. degrees in economics are offered through the Graduate School. Courses in economics are elected by and/or required of students in other departments and schools.

Undergraduate Major

Opportunities for Economics Majors: The courses leading to a B.A. degree with a major in economics comprise a large area of inquiry into the problems and structure of the economic segment of society. The curriculum available provides the opportunity to achieve one or more of the following objectives.

A. General education for intelligent citizenship with special emphasis upon the development of the understanding of the principles and problems of modern economic life.
B. Preparation for private employment. In pursuing this objective, supplementary courses in business administration (especially accounting courses) may be selected and integrated with the student's program.
C. Preparation for governmental employment.
D. Preparation for graduate programs in economics, business administration, international studies, law, health and hospital administration, city planning, public policy, and other fields.
E. Specialized combination undergraduate programs permitting double majors and interdisciplinary studies.

Requirements: For a B.A. degree with a major in economics:

A. Students should complete the work of the General College, including at least one calculus course (Mathematics 22 or 31 is recommended; Mathematics 1 is not acceptable). Economics 10 should be taken, with a grade of C or better. Economics 70 may be taken after completion of a calculus course.
B. In the College of Arts and Sciences a minimum of 20 courses, or 60 semester hours, must be completed in accordance with the following distribution:

1. Seven courses in economics, in addition to Economics 10, are required. They must include Economics 101 and 132 (and Economics 70, if not taken while in General College). However, Economics 9, 36, 59, 71, 100, 130, 140, 145, and 190 cannot be counted among the seven required economics courses. A grade of C or better must be attained in at least six of the seven major courses. (NOTE: One exception to these rules is completion of Statistics 23 and Business 24 meets the Economics 70 requirement, although seven economics courses in addition to Economics 10 must still be taken in this case.)
2. For majors in the department's Honors Program the minimum is eight economics courses rather than seven courses, in addition to Economics 10. The same provisions apply to these courses as in A. above, except that Economics 98 and 99 must constitute two of the eight courses.
3. At least one course in the major must be an"advanced course." Courses presently eligible for fulfilling this requirement are Economics 99, 142, 148, 162, 170, 180, 181, 182, 183, 185, and 195.

Maximum Number of Economics Courses: A major may offer as many as 13 courses in economics, or 40 hours, for credit toward a B.A. degree.

Program for Honors Work: A student may, as a result of distinguished work, be awarded a degree with Honors or Highest Honors. The details of this program are available at the departmental office.

NOTE: Economics 10 or equivalent is prerequisite to all courses numbered above 90. In addition, University graduation credit will be given for only one in each of the following sets of courses:

(1) Economics 100 and 101
(2) Economics 130 and 132
(3) Economics 130 and 185
(4) Economics 135 and 138
(5) Economics 94A, 140 and 141
(6) Economics 145 and 147
(7) Economics 190 and 194

9 Freshman Seminar in Economics (3). Discussion of economic topics of current interest for students with little or no background in economics. Fall or spring. Staff.

10 Introduction to Economics (3). Introduction to fundamental issues in economics including competition, scarcity, opportunity cost, resource allocation, unemployment, inflation, and the determination of prices. Fall and spring. Staff.

36 Economic History of Western Europe (3). Main features of the emergence and expansion of capitalism since 1500. Spring. Gallman.

59 Introduction to the History of Economic Thought (3). Introduction to the development of economic thought from the Mercantilists, through Smith and the Classicists, Marx, the Neoclassicists to Keynes. Spring. McFarland.

67 Comparative Economic Systems (3). A survey of the United States, French, Yugoslav, Soviet and Chinese economic systems. Spring. Rosefielde.

70 Elementary Statistics (3). Sources and collection of data, tabular and graphic presentation, averages, dispersion, time-series, correlation, index numbers, reliability of statistics and tests of significance. Fall and spring. Staff.

71 Introduction to Public Policy Analysis *(Political Science 71, Public Policy Analysis 71, Sociology 71)* (3). A systematic analysis of the motives for governmental actions and investigation of the problems of policy formation, measurement and prediction of the outcomes. Fall and spring. MacRae, Wilde.

91 Women and Economics *(Women's Studies 91)* (3). Survey of women's time allocation patterns, labor force participation trends, earnings, occupational selection, and economic history using neoclassical economic analysis. Examinations of contemporary issues such as pay equity, affirmative action. Spring. Willis.

92 Current Economic Problems (3). Analysis and discussion of current policy issue using an economic framework. Topics such as tax reform, environmental controls, announced prior to each offering. Fall or spring. Staff.

94A Public Finance and Public Choice (3). Application of optimization principles to individual choice in various public finance situations. Alternative means of aggregating these preferences within a public choice framework are explored. Students may not receive credit for both Economics 94A and 140 or both Economics 94A and 141. Fall or spring. Wilde.

98 Honors Course (3). Prerequisite, permission of instructor. Readings in economics and beginning of directed research on an honors thesis. Required of all candidates for graduation with honors in economics. Fall and spring. Staff.

99 Honors Course (3). Prerequisite, Economics 98 and permission of instructor. Completion of an honors thesis under the direction of a member of the faculty. Required of all candidates for graduation with honors in economics. Fall and spring. Staff.

100 Microeconomics Theory and Applications *(PUPA 100)* (3). Analysis of the ways in which consumers and business firms interact in a market economy. Students may not receive credit for both Economics 100 and 101. Fall and spring. Staff.

101 Intermediate Theory: Price and Distribution (3). Prerequisites, Economics 10 and Mathematics 22 or equivalent. The determination of prices and the distribution of income in a market system. Students may not receive credit for both Economics 100 and 101. Fall and spring. Staff.

111 Resource and Environmental Economics (3). Prerequisite, Economics 100 or 101 or permission of instructor. Overview of the economic theory and analytical tools involved in understanding environmental and resource problems. Focus on economic issues involved in: air and water pollution; natural environments; exhaustible resources and energy. Fall or spring. Staff.

120 Location and Space Economy (3). Prerequisite, Economics 100 or 101 or permission of instructor. The course is designed to provide the student with an understanding of the effects of space on economic and social activity. Fall. Staff.

122 Urban Economics (3). Prerequisite, Economics 100 or 101 or permission of instructor. The course will explore the urban problems facing us today: unorganized growth, disparate land uses, fiscal crisis, the ghetto poverty, employment, housing, transportation inadequacies, and crime. Fall or spring. Staff.

130 Macroeconomics: Theory and Policy (3). Prerequisite, Economics 10. Analysis of economic theory and government policy as they relate to such national economic variables as output, income, employment, inflation, investment, and budget and trade deficits. Students may not receive credit for both Economics 130 and 132 or both Economics 130 and 185.

132 Intermediate Theory: Money, Income and Employment (3). An introduction to contemporary macroeconomic concepts and analysis. Topics include the level, fluctuations, and growth of national income, and monetary and fiscal policies designed to achieve economic goals. Students may not receive credit for both Economics 130 and 132. Fall and spring. Staff.

135 Economic History of the United States (3). Main features of the American economy: colonial times to the present. Fall and spring. Gallman, Orsagh, Rhode.

137 Revisionist Economic History (3). Prerequisite, permission of instructor. A critical evaluation of recent controversies in economic history, concentrating on methods but attending as well to the main reinterpretations offered by economic historians. Fall. Gallman.

138 Economic Development of the United States (3). Prerequisites, Economics 101 and 132. Students may receive credit for either Economics 135 or Economics 138 but not for both. This course parallels Economics 135 but is designed for students with a higher level of theoretical preparation. Fall. Gallman, Orsagh, Rhode.

140 Introduction to Public Finance (3). Principles and practices of the budgetary activities of American governments - federal, state, and local. Students may not receive credit for both Economics 140 and 141 or both Economics 94A and 140. Fall. Akin, Coates, Wilde.

141 Analysis of Public Finance (3). Prerequisite, Economics 100 or 101. Application of economic analysis to the taxing and spending functions of government. Students may not receive credit for both Economics 140 and 141 or both Economics 94A and 141. Fall and spring. Akin, Coates, Wilde.

142 Advanced Topics in Public Finance (3). Prerequisite, Economics 140 or 141. Selected topics in taxation, public expenditures and governmental transfer programs. Fall or spring. Akin, Coates, Wilde.

145 Public Policy Toward Business (3). Prerequisite, Economics 100 or 101. Industry structure and its relation to performance; market imperfections; description and analysis of antitrust and regulation. Students may not receive credit for both Economics 145 and 147. Fall and spring. Biglaiser, McFarland, Stewart.

147 Industrial Organization (3). Prerequisite, Economics 101. Theoretical and empirical development of structure-conduct-performance relationships in the industrial sector; description and analysis of U.S. industry. Students may not receive credit for both Economics 145 and Economics 147. Fall and spring. Biglaiser, McFarland.

148 Advanced Topics in Industrial Organization and Social Control (3). Prerequisite, Economics 145 or 147. Theory of market failure and its relationship to antitrust and regulatory policy; exploration of empirical literature of industrial organization; current issues in social control. Spring. Stewart.

150 Introduction to Health Economics (3). Prerequisite, Economics 100 or 101. An economic analysis of the production and distribution of health care. Fall. Akin.

151 Transportation Economics (3). Application of economic principles to transportation topics such as pricing and regulation, the public provision of transport services, the relationship between transport cost and location. Fall or spring. Tauchen.

158 Health Economics: Problems and Policy (3). Economic analysis applied to problems and public policy in health care. Fall. Akin.

159 History of Economic Doctrines (3). A survey of the fundamental forms of economic thought from the scholastics through Keynes. Fall. McFarland.

160 European Economic Integration (3). Prerequisite, Economics 100 or 101 or permission of instructor. Economic and political aspects of European economic integration, the EC customs union, barriers to integration, convergence vs. divergence of inflation rates and income levels, enlargement of the EC. Fall or spring. Black.

161 International Economics *(PWAD 161)* (3). Prerequisite, Economics 100 or 101. An introduction to international trade, the balance of payments, and related issues of foreign economic policy. Fall and spring. Black, Conway, Field. Hagiwara.

162 Topics in International Economics (3). Prerequisite, Economics 161. Analysis and interpretation of selected problems and policy issues. Content varies, but attention is given to such topics as trade barriers, trade patterns, floating exchange rates, and international monetary policy. Fall and spring. Conway, Darity, Field, Hagiwara.

163 Economic Development (3). Prerequisite, Economics 100 or 101 or permission of instructor. An introduction to the economic characteristics and problems of the less developed countries and to the theories and policies applicable to the developing economy. Fall and spring. Conway, Darity, Field, Willis.

165 Economics of Population (3). Analysis of economic-demographic interrelations including demographic analysis, population and economic growth and development, economic models of fertility and migration, and population policy. Fall or spring. Turchi.

166 Crime and Criminal Justice: An Economic Approach (3). Prerequisite, Economics 10 or permission of instructor. The application of economic theory and methodology to the determination of criminal behavior and the societal response to that behavior. Fall. Orsagh.

167 Crime and Microeconomic Decision-Making (3). Criminal victimization of business firms and public agencies. Optimizing behavior: theory and practice for private business firms and criminal justice system. Emphasizes application of theory to real-world situations. Spring. Orsagh.

168 The Soviet Economy: Planning and Socialism (3). The institutional structure of the Soviet economy, its socialist character and evolution, analysis of Soviet planning practice, the Soviet growth achievement, comparative U.S.-Soviet performance and current reforms. Fall. Rosefielde.

170 Economic Applications of Statistical Analysis (3). Prerequisite, Economics 70 or equivalent. Statistical methods in the construction, estimation, testing, and application of linear economic models; computer programs and interpretation of their output in empirical analysis of common economic theories. Fall and spring. Coates, Guilkey, Herce, Murphy, Parke.

180 Economics of the Family (3). Prerequisite, Economics 101 or permission of instructor. Analyzes the family with respect to the marriage market, divorce, reproductive behavior, the baby black market, intra-family allocation of goods, time and power, labor supply, migration, and family policy. Fall, spring. Turchi.

181 Topics in Microeconomic Theory (3). Prerequisite, Economics 100 or 101. A treatment of topics in microeconomic theory not normally covered in Economics 100 or Economics 101. Spring. Friedman, Mezzetti, Tauchen.

182 Topics in Macroeconomic Theory (3). Prerequisite, Economics 130 or 132. This course will emphasize theoretical and empirical topics such as growth, labor search, Phillips curves, stagflation, and optimal government policy. Fall. Salemi.

183 Game Theory in Economics (3). Prerequisites, Economics 101 and Math 33 or permission of instructor. Topics in noncooperative and cooperative game theory are covered, along with a selection of applications to economics in areas such as industrial organization, international trade, public finance, and general equilibrium. Fall. Friedman.

185 Financial Markets and Economic Fluctuations (3). Prerequisite, Economics 132. An examination of financial institutions and markets, their role in economic conditions and the use of macroeconomic policies in affecting those conditions. Students may not receive credit for both Economics 130 and 185. Fall and spring. Conway, Froyen, Parke, Salemi, Waud.

190 The Economics of Labor Relations (3). Prerequisite, Economics 100 or 101. An economic analysis of workplace issues, including worker quits, layoffs and unemployment, discrimination and affirmative action, and the setting of pay, fringe benefits, and working conditions. Students may not receive credit for both Economics 190 and 194. Fall and spring. Blau, Rapaport, Willis.

193 History of the Labor Movement (3). A history of the labor movement in the United States, with special reference to its economic significance. Spring. Gallman.

194 Labor Economics (3). Prerequisite, Economics 101. An introduction to the field of labor economics with emphasis on how the interactions between firms and workers influence wages, employment, unemployment, and inflation. Students may not receive credit for both Economics 190 and 194. Fall and spring. Blau, Mroz, Rapaport. Willis.

195 Topics in Labor Economics (3). Prerequisite, Economics 194. A theoretical and empirical analysis of current social problems involving individuals and their jobs. Included are such topics as poverty, discrimination, and working conditions. Spring. Blau, Mroz, Rapaport.

199 Seminar in Economics (3). Detailed examination of selected problems in economics and a critical analysis of pertinent theories. Fall and spring. Staff.

Department of English

Laurence G. Avery, *Chair*

Prerequisites

Except for those exempted by placement examination, English 11 and 12 are prerequisite to all other English courses. Transfer students majoring in English may appeal this prerequisite by writing the department chair.

Majors in English in the College of Arts and Sciences

A student choosing English as his or her major field should take English 20, 21* in the General College; and (a) English 58**; (b) two of the following: English 45, 51, 52, 54 60, 64, 65, 66; (c) one of the following: English 43, 72, 73, 78; (d) two of the following: English 80, 81, 82, 83 (one of which must be 80 or 81); (e) one of the following: English 91, 93, 95. A student must have a grade of C or better in at least eighteen semester hours in courses numbered 30 and above.

Majors in English in the School of Education

A student who is interested in teaching English in the public high schools should consult the School of Education for information on the program leading to teacher certification. (See "School of Education" in Part III.) The English requirements are: (a) English 20, 21, 30 or 31, 36, 38, 58, 84 or 85, Speech 41; (b) one of the following: English 51, 52, 54, 60, 64, 65, 66, Comp. Lit. 21; (c) one of the following: English 43, 72, 73, 78, Comp. Lit. 22; (d) two of the following: English 80, 81, 82, 83***; (e) one elective in English. A student must have a grade of C or better in at least eighteen semester hours in the major, and must have an overall average of C or better in all courses taken for the major.

The Creative Writing Program

The Creative Writing Program is organized in two sequences - fiction and poetry. Work in the lower numbered classes is essential to the understanding of the techniques of writing and the language of criticism used in the advanced courses. Therefore, English 23W is a requirement for any student wishing to take an advanced workshop in fiction. English 23W is open to anyone without permission of an instructor.

English 25W is the course required of anyone wishing to take advanced poetry workshops and is open to anyone without permission of an instructor. A permission slip from the Director of Creative Writing is a prerequisite for admission to all advanced courses: English 34, 34P, 35, 35P, 99A, 99B. (English 47W, a study in stylistics, is not part of the sequences and may be taken at any time without special permission.)

Minor in Creative Writing

The Department of English offers an undergraduate Minor in Creative Writing consisting of fifteen hours chosen from the following courses:

23W, 25W, 29W, 34, 34P, 35, 35P, 99A, 99B. Students would take a sequence in either fiction or poetry, from the introductory level (23W, 25W, 29W), through intermediate (34, 34P) and advanced (35, 35P) workshops, culminating in two semesters of work on the honors project (99A, 99B).

Fiction sequence: 23W (or 29W, Honors), 34, 35, 99A, 99B.

Poetry sequence: 25W (or 29W, Honors), 34P, 35P, 99A, 99B. Any student who did not wish to write the honors project could complete the 15-hour requirement of the Minor by taking two other courses from the Creative Writing Program's course offerings.

Honors in English and Writing

See College of Arts and Sciences.

10 Basic Writing (3). Required of all incoming students with Verbal SAT scores of 400 or lower, except those exempted by placement tests. Provides frequent practice in writing, from short paragraphs to longer papers. When necessary, written assignments may be supplemented by work in the Learning Skills Center. Fall and spring. Staff.

11 English Composition and Rhetoric (3). Required of all students except those exempted by placement tests. Students analyze and create writings that define social, cultural, and professional communities. Eight papers, including research projects. Fall and spring. Staff.

12 English Composition and Rhetoric (3). Required of all students except those exempted by placement tests. Students analyze and create arguments. Eight papers, including a researched argument and an analysis of a work of fiction. Fall and spring. Staff.

20 British Literature, Chaucer to Pope (3). Required of English majors. Survey of Medieval, Renaissance, and Neoclassical periods. Drama, poetry, and prose. Fall and spring. Staff.

21 British Literature, Wordsworth to Eliot (3). Required of English majors. Survey of Romantic, Victorian, and Modern Periods. Poetry, novels, and plays. Fall and spring. Staff.

22 American Literature, Beginning to 1950 (3)* Survey of American literature from beginnings to 1950. Fall, spring. Staff.

23 Introduction to Fiction (3). Freshman and sophomore elective, open to juniors and seniors. Novels and shorter fiction by Defoe, Austen, Dickens, Faulkner, Wolfe, Fitzgerald, Joyce, and others. Fall and spring. Staff.

23W Introduction to Fiction Writing (3). An examination of the basic techniques of fiction, with related writing exercises involving elements such as point of view, characterization, and dialogue. Class discussion of student exercises and readings in short fiction. Fall and spring. Staff.

24 Contemporary Literature (3). Freshman and sophomore elective, open to juniors and seniors. The literature of the present generation. Fall and spring. Staff.

25 Introduction to Poetry (3). Freshman and sophomore elective, open to juniors and seniors. A course designed to develop basic skills in reading poems from all periods of English and American literature. Fall and spring. Staff.

25W Introduction to Poetry Writing (3). In addition to writing poems, students will examine the basic elements of poetry, such as imagery, figurative language, sound repetition, rhythm, and other formal aspects. Fall and spring. Staff.

26 Introduction to Drama (3). Freshman and sophomore elective, open to juniors and seniors. Drama of the Greek, Renaissance, and Modern periods. Fall and spring. Staff.

27 Studies in Literature (3). Freshman and sophomore elective, open to juniors and seniors. Consideration of selected aspects of British and American literature. Topics are chosen by individual instructors; students should consult General College advisers or the English Department for current offerings. Offered infrequently. Staff.

28 Major American Authors (3). Freshman and sophomore elective, open to juniors and seniors. A study of approximately six major American authors drawn from Emerson, Thoreau, Hawthorne, Melville, Whitman, Clemens, Dickinson, James, Eliot, Frost, Hemingway, O'Neill, Faulkner, or others. Fall and spring. Staff.

29 Honors: Types of Literature (3 or 6). Freshman and sophomore honors students only. A continuing study of literary forms, beginning in the Fall term and concluding in the spring, with 3 hours credit for each term. Students should consult the Assistant Dean for Honors or the English Department for current offerings. Fall. Kendall, Thornton. Spring. Raper, Mills.

29W Honors: Introduction to Creative Writing (3). Similar to 23W and 25W, but conducted at the honors level. Student should specify either the fiction or the poetry section. Designed for Honors Program freshmen. Fall and spring. Staff.

30 Professional Writing Curriculum (3). This course addresses the requirements of writing in specific professional fields, such as law, psychology, geology, and public health. Classes are dedicated to studying and practicing the discourse conventions of a single discipline. Prepares students to meet the writing demands of the professional workplace as well as graduate school. Fall and spring. Staff.

31 Advanced Composition and Rhetorical Theory (3). Required of English Education majors. Designed for prospective teachers, the course asks students to write frequently and to survey rhetorical theories and strategies for teaching writing. Spring. Staff.

32 Business Writing (3). Clarity, conciseness, and effectiveness of statement; logical and psychological patterns of organization; adaptation to varying audiences. Memoranda, reports, proposals, letters. Fall and spring. Staff.

33 Scientific Writing (3). Clarity, conciseness, and effectiveness, organizing and presenting facts, principles, concepts, and interpretations; abstracts, proposals, progress reports, final reports, oral reports, professional papers, journal articles. Fall and spring. Staff.

34 Intermediate Fiction Writing (3). Permission of Director of Creative Writing, Prerequisite, English 23W or 29W. Extended practice in those techniques employed in introductory course. Extensive writing exercises (15,000-word minimum), with emphasis on dramatic scene. Assignments include the writing of at least one short story. Fall and spring. Staff.

34P Intermediate Poetry Writing (3). Permission of the Director of Creative Writing. Prerequisite, English 25W or 29W. A workshop in poetry including an examination of selected contemporary poems. Weekly writing assignments. Fall and spring. Seay.

35 Advanced Fiction Writing (3). Permission of Director of Creative Writing. Prerequisite, English 34. A continuation of English 34, for students seriously interested in writing fiction. Emphasis on the short story and the novel. Fall, spring.

35P Advanced Poetry Writing (3). Prerequisite, English 34P. and permission of Director of Creative Writing. A continuation of English 34P, for students seriously interested in writing poetry. Fall. Staff.

36 English Grammar (3). A study of modern English grammar (traditional, structural, and transformational) with special attention to such current problems as the confusion of grammatical terminology, attacks on traditional rules, conflict between prescriptive and descriptive grammar. Designed for prospective English teachers, but others may take it. Williams, Eble.

38 The English Language (3). Present day English, British and American, standard and dialectal - its historical background and development. The language as a whole is considered, i.e., vocabulary, pronunciation, spelling, etc.; grammar is treated only incidentally. Eble, O'Neill.

40 Interpretation of Poetry (3). Exploration of the significance of poetry for thought and human experience. Consideration of forms and substance. Offered infrequently.

41 Principles of Literary Art (3). A study of the theories of literature through their application to specific English masterpieces.

42 Movie Criticism *(RTVMP 42)* (3). Fall. Harper. Spring. O'Connor.

43 The English Novel (3). The English novel in the eighteenth and nineteenth centuries. Navarette.

45 The English Drama to 1642 (3). The English drama from the beginning to 1642. Kendall.

46A Studies in Drama (3). An intensive study of a single writer, group, movement, theme, or period in this genre. King.

46B Studies in Drama (3). An intensive study of a single writer, group, movement, theme or period in this genre. Armitage.

47 Studies in Fiction (3). An intensive study of a single writer, group, movement, theme, or period in this genre.

47W Studies in Fiction: Style and Stylistics (3). For students who undertake creative writing or a study of literary forms.

48 Studies in Poetry (3). An intensive study of a single writer, group, movement, theme, or period in this genre.

49 Studies in Literary Topics (3). An intensive study of a single writer, group, movement, theme, or period.

50 Topics in Gender and Literature *(Women's Studies 150)* (3).

51 English Literature of the Middle Ages (3). English writing from the eighth century to the fifteenth, exclusive of Chaucer, Leinbaugh, O'Neill.

52 Chaucer (3). Chaucer's development as an artist as revealed in his poetry. Kennedy, Leinbaugh.

54 Sixteenth-Century English Literature (3). Poetry and prose of representative authors, including More, Wyatt, Sidney, Spenser, Bacon, and Shakespeare's nondramatic poetry. Fall. Hall.

58 Shakespeare (3). Study of twelve to fifteen representative comedies, histories, and tragedies. Armitage, Barbour, Gless, Haig, Mills, and others.

59 Special Topics in Shakespeare (3). Topics are chosen by the individual instructor. Offered infrequently. Staff.

60 Seventeenth-Century English Literature (3). Bacon, Donne, Herbert, Browne, Herrick, Marvell, Dryden, and others. Barbour, Armitage, Matchinske.

63 The Literary Aspects of the Bible (3). The Old Testament or the New Testament.

64 Milton (3). The works of Milton studied in the light of his life, times, and culture. Barbour, Matchinske.

65 English Drama of the Restoration and Eighteenth Century (3). Drama of the period 1660 - 1775, with special emphasis on the major comic dramatists: Etherege, Wycherley, Congreve, Farquhar, Goldsmith, Sheridan, Thompson.

66 Prose and Poetry of the Classical Period (3). Dryden, Addison, Steele, Swift, Pope, and Johnson, Boswell and Gray, Thompson, Stumpf.

72 The Chief Romantic Writers (3). Blake, Wordsworth, Byron, Coleridge, Shelley, Keats, and others. Kirkpatrick, Moskal, Reed, Viscomi.

73 English Literature, 1832 - 1890 (3). Tennyson, Browning, Arnold, Dickens, Mill, Carlyle, and others. Life. Taylor.

78 English Literature, 1870 - 1910 (3). Wilde, Swinburne, Yeats, Shaw, Conrad, and others. Life, Navarette.

80 American Literature Through the Civil War (3). Representative authors from the beginning through the Civil War.

81 American Literature from the End of the Civil War to 1930 (3). Representative authors from the end of the Civil War to 1930. Johnstone, King, Rust, and others.

82 American Literature from 1930 to the Present (3). Representative authors from 1930 to the present. Flora, King, O'Connor, Whisnant.

83 The American Novel (3). The American novel through World War II. Hawthorne, Melville, Clemens, James, Anderson, Hemingway, Faulkner, and others. Hobson, Johnstone, Raper, Rust, Ludington, and others.

84 Afro-American Literature to 1950 (3). Survey of Afro-American literature from the beginning to 1950, from the slave narratives through Richard Wright. M.K. Davis.

85 Afro-American Literature since 1950 to the Present (3). Survey of Afro-American literature from 1950 to the present, Ellison, Baldwin, Jones, Brooks, Hayden, Gaines, and others. Coleman, Greene.

86 American Women Authors *(Women's Studies 86)* (3). Beginnings to Turn of the Twentieth Century (1660s to 1910). Wagner-Martin.

87 Southern Women Writers *(Women's Studies 87)* (3). Southern Women Writers examines thematic and stylistic aspects in the fiction, drama, and poetry of major authors, and explores recurrent motifs in work by less-known writers, particularly those from North Carolina.

88 Southern American Literature (3). An introduction to the Southern Literary Renascence of the twentieth century: poems and fiction by Faulkner, Wolfe, Wright, Toomer, O'Connor, Percy, Styron, Jarrell, Raper.

89 Canadian Literature (3). A study of Canadian literature in English from the late 18th century to the present, with emphasis on 20th century writing and on the novel. Armitage.

90 An Introduction to Literary Criticism (3) An introduction to literary criticism in English studies, with an emphasis on historical developments from Plato to the present.

90B Feminist Theory and Literary Criticism *(Women's Studies 90B)* (3). Theories of women's writing, the development of a female literary tradition, and the re-evaluation by feminist literary critics of canons.

91 The British Novel from 1870 to World War II (3). Hardy, Conrad, Joyce, Lawrence, Cary, Greene, and others. Fall and spring, Cowan.

92 British and American Fiction since World War II (3). Beckett, Durrell, Golding, Sillitoe, Bellow, Ellison, Malamud, Cooper, and others.

93 Twentieth Century British and American Poetry (3). Yeats, Eliot, Stevens, and others. Harmon, Lensing.

94 Capstone Courses (see below)

94A The English Language in the United States (3). An historical and critical examination of the development and use of English in the U.S., including such topics as regional and social dialects, the contributions of immigrant groups, and the notion of linguistic correctness. Social Science Perspective. Eble.

94B The Roots of Modernism (3). Exploration of implicit attitudes and assumptions of the Modern mind-set, tracing their evolution through several centuries of Western thought. Designed to show how these attitudes and assumptions affect our world view. Philosophical Perspective.

94C Literary Genre and Literary Form (3). Two approaches to literary genre: ahistorical and historical. Definitions, cultural signs and tensions, and personal slants of life are examined within the forms of genre.

94D The Romantic Revolution (3). Examines the technical and aesthetic revolutions in the fine arts of the English Romantic Period. It focuses on landscape painting, lyrical poetry, and original printmaking, and includes the works of Blake, Turner, Wordsworth. Viscomi.

94E Blacks in the Literature of the Western World (3). A study of black characters in European, African, and North and South American literature. Recurrent images and themes in selected works of poetry, fiction, and drama will be explored using lecture, discussion, and film. Aesthetic perspective.

94F Philosophy, Religion, and Renaissance Literature (3). Philosophical and religious ideas as presented in several books of the Old and New Testaments and in works by Plato, Aristotle, Cicero, Erasmus, More, Machiavelli, Montaigne, Spenser, Shakespeare, and Milton. Philosophical perspective. Gless

94G Theology and Literature (3). A study of theological issues and their presentation in a variety of literary genres. Philosophical perspective. Kendall.

94I American Literature of Resistance and Protest (3). Intensive analysis of literature arising from movements of resistance and protest in the Americas (e.g., labor, human rights, environmental, women, national liberation), usually focusing on a genre, period, or geographical area. Aesthetic perspective. Whisnant.

95 British and American Drama of the Twentieth Century (3). King, Avery, Zug.

96 Directed Readings in Literature (3). Intensive reading on a particular topic under the supervision of a member of the staff. Not to be elected without special permission of Committee on Honors. Armitage, Kennedy, Lensing, Moskal.

97, 98 Honors (6). See the Program for Honors Work in the College of Arts and Sciences. Reading and the preparation of an essay under the direction of department advisers. Permission of Committee on Honors. Armitage, Kennedy, Lensing, Moskal.

99A Honors in Creative Writing (3). Prerequisite, English 35. The first of a two-semester sequence, three hours credit per semester. Permission of the Director of Creative Writing. Students must have demonstrated a high level of intellectual accomplishment and creative ability. Submission of a substantial body of achieved work in prose, poetry, or both. Fall. Staff.

99B Honors in Creative Writing (3). Prerequisite, English 35 and 99A. The second of a two- semester sequence, three hours credit per semester. Permission of the Director of Creative Writing. Students must have demonstrated a high level of intellectual accomplishment and creative ability. Submission of a substantial body of achieved work in prose, poetry, or both. Spring. Staff.

130 Advanced Expository Writing (3). This course is planned to strengthen the writing of graduate students and to ground them in the body of knowledge available to help them confront the writing problems most frequently faced in the worlds of thought, work, and teaching. Open to graduate students in all disciplines.

131 Rhetorical Theory and Practice (3). A study of rhetorical theories and practices from classical to modern times. Emphasis is on translation of theories into practice in contemporary college rhetorics.

134 Advanced Creative Writing (3). Advanced workshop in fiction. Written exercises in the use of scene, point of view, narration, dialogue. Student projects in short story or beginning novel. (Permission of instructor required.)

134S Creative Writing for Teachers (3). For students who undertake creative writing or a study of literary forms. Recommended for teachers of creative writing.

136 Modern English Grammar (3). A study of current English structure and usage using a traditional approach modified by appropriate contributions from structural and generative grammar, with some attention to the application of linguistics to literary analysis. Spring. Eble.

140 Introduction to Literature Theory (3). A study of various critical approaches to literature, including traditional, new critical, psychological, archetypal, etc.

142 Literature and Film (3). An examination of several books made into films, with stress on the relationship of literature to the filmed image. Spring. Harper.

144 Studies in English Literature and the Classics (3). A study of the influences of classical literature upon selected English authors, for example, Horace and Pope.

146 Introduction to Folklore (*Folklore 146) (Comparative Literature 146) (Anthropology 146)* (3). A survey of the primary genres (song, narrative proverb, riddle, custom, belief, drama, game) with attention to their forms, transmission, and functions in traditional and urban societies. Fall. Zug.

147 British and American Folksong *(Folklore 147)* (3). An examination of the form, content, history, and literary relations of British and American folksongs, with emphasis on the ballad, spiritual, blues, and Anglo- and Afro-American song types. Fall. Patterson.

151 English Literature of the Middle Ages (3). A survey of Old and Middle English literature exclusive of Chaucer. Old English texts and Middle English texts with difficult language are read in translation. For nonspecialists. Fall. Leinbaugh.

153 Medieval Romance *(Folklore 153) (Comparative Literature 153)* (3). British and continental Arthurian literature in translation from the early Middle Ages to Sir Thomas Malory. Fall. Kennedy.

154 Sixteenth-Century English Literature, Excluding Drama (3). A survey of major nondramatic genres and of about twenty authors from the period 1485 - 1605. Fall. Mills.

160 Seventeenth-Century English Literature, Excluding Drama (3). A survey of representative examples of English poetry and prose from Donne to Marvell. Spring.

166 English Literature, 1660 - 1780 (3). A survey of English literature from Dryden to Burke. Though the emphasis Falls on Swift, Pope, and Johnson, a considerable amount of reading in minor authors provides essential background for the period. Fall. Stumpf.

172 Romantic Literature (3). A survey of the major English Romantic writers, including Blake, Wordsworth, Coleridge, Shelley, Byron, Keats, with an introduction to the chief scholarly and critical problems in this period. Fall. Reed.

174 Victorian Literature (3). A survey of the major Victorian writers, such as Tennyson, Browning, Arnold, Carlyle, Mill, Ruskin, Dickens, Eliot. Spring. Life.

179 Literature of the Americas *(COMP 179)* (3). Prerequisite, two years of college level Spanish or equivalent. Permission of instructor required. An examination of U.S.-Latin American political, social, and cultural interaction, drawing on a multi-disciplined analysis of representative texts from both the U.S. and Latin America, selected from a variety of genres. Readings and class sections in both English and Spanish. Whisnant.

181 American Literature to 1900 (3). A survey of American authors and literary trends from the seventeenth through the nineteenth centuries, with emphasis on the works of Franklin, Irving, Cooper, Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, Mark Twain, James, and Crane. Fall. Gura.

184 Afro-American Fiction and Poetry (3). An intensive study of fiction or poetry aimed at some comprehension of Afro-American literature as a whole. Spring.

185 Women in Folklore and Literature (Women's Studies 185) (Folklore 185) (3). Explores the images of women depicted in the folk imagination from ancient times to the present: sorcerers, conjurers, witches, sexual objects, and tricksters, healers, heroines, avengers, carriers of family tradition.

186 Folk Narrative *(Folklore 186)* (3). An intensive study of myths, legends, and folktales (märchen, tall tale, animal tale, fable) with attention to their aesthetic and cultural applications. Spring. Zug.

187 Folklore in the South *(Folklore 187)* (3). Exploration of folklore in the South, with emphasis on genres like tales, black and white spirituals, chanted sermons, work songs, blues and dance music. Attention to social and historical backgrounds. Spring. Patterson.

188 Southern American Literature (3). The literature of the South, with special attention to the Southern Literary Renascence of 1930 - 1950. Fall. Hobson. Spring. Raper.

189 Afro-American Folklore *(Folklore 189)* (3). A study of folklore within the black community, concentrating on African and slave backgrounds, and covering rural and urban folktales, spirituals, worksongs, blues, toasts, and folk beliefs. Fall.

190 English and American Literature of the Twentieth Century (3). A survey of twentieth-century English and American drama, poetry, fiction, and criticism.

191 Canadian Literature (3). A study of Canadian literature in English, with emphasis on writing since 1940 by, for example, Margaret Laurence, Robertson Davies, Mordecai Richter, and Margaret Atwood. Spring. Armitage.

194 Literature of the Appalachian Region *(Folklore 194)* (3). Intensive analysis of a broad array of literary works from and about the Appalachian region (e.g., fiction, poetry, drama, autobiography, ballad and song, sermon), with special attention to social and cultural context. Whisnant.

195 British and American Drama of the Twentieth Century (3). A survey of British and American drama, poetry, fiction, and criticism. Avery, King.

196 Images of War in Twentieth-Century Literature *(Peace, War, and Defense 196)* (3). A study of literary works written in English concerning World War I, the Spanish Civil War, World War II, and the Vietnam War.

196A Images of War in Twentieth-Century Literature: The First World War *(Peace, War, and Defense 196A)* (3). A study of the responses to World War I as reflected in poems, novels, memoirs, etc., by British, American, Canadian, Australian writers and by European writers in translation.

196B Images of War in Twentieth-Century Literature: America in Vietnam *(Peace, War, and Defense 196B)* (3). Study of American experience in the Vietnam War, through its expression in personal narrative, fiction, and film. Harper.

196C Literature of World War II *(PWAD 196C)* (3). The course will focus on novels, poetry, drama, and memoirs by writers from the major combatant nations in the war, beginning with its preliminary, the Spanish Civil War. Spring. Armitage.

Celtic

105A: Old Irish (3). Old Irish language and literature (600 - 900), with the main emphasis on grammar; readings from selected Old Irish glosses (Strachan) and from Aislinge Oenguso (Shaw). Fall. O'Neill.

105B: Old and Middle Welsh (3). An introduction to Medieval Welsh language and literature, with selected readings from the Mabinogi and the early nature poetry. (From time to time as alternative to Celtic 105A.) O'Neill.

106A: Readings in Old Irish (3). Prerequisite, Celtic 105A. Readings in genres of Old Irish literature: Stories from the Táin (Strachan), Críth Gablach (Binchy), Cambrai Homily, Early Irish Lyrics (Murphy), Scéla Mucce Meic Dathó (Thurneysen). O'Neill.

106B: Readings in Old and Middle Welsh (3). Prerequisite, Celtic 105B. Selected readings from Medieval Welsh poetry (Cynfeirdd, Gogynfeirdd, and cywydd poets), tales (Branwen), and laws (The Laws of Hywel Dda.) (From time to time as alternative to Celtic 106A.) O'Neill.

107 Introduction to Modern Irish (3). A basic course in modern Irish grammar and pronunciation; background readings in Irish history and culture. O'Neill.

108 Readings in Modern Irish (3). Prerequisite, Celtic 107. Selected readings from various genres: the autobiography (Mo Scéal Féin, Peig, Fiche Blian ag Fás) and poetry (the aisling and the caoineadh). O'Neill.

109 Introduction to Celtic Culture *(Folklore 109)* (3). A survey of Celtic culture under the headings of mythology, folklore, social organization, language, and literature designed mainly for interested students who do not know any of the Celtic languages. Fall. O'Neill.

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* Freshmen enrolling from the Fall 1988 semester to the Spring 1991 semester may take English 22 to fill one of their requirements in American literature (group D).

** English 59 will fulfill the requirement for Group "A" if taken before Fall 1989.

*** One of these must be 80 or 81.

Curriculum in Folklore

Charles G. Zug III, *Chair*

From the offerings of a variety of departments, the curriculum in Folklore draws together courses relating to folklore (tales, songs, proverbs, riddles, and other forms of oral tradition) and folklife (architecture, arts and crafts, customs and beliefs) of varied ethnic, regional, religious, and occupational groups. While the curriculum does not presently offer a formal undergraduate major, students may take a concentration in Folklore for the"Interdisciplinary B.A. degree in the College of Arts and Sciences. Those interested in this program should apply through the Director of Interdisciplinary Studies, 317 Steele Building. For information and help in planning a major or minor in folklore, students should consult the Chair in the Curriculum in Folklore, Professor Charles G. Zug III, in 228 Greenlaw Hall.

Minor in Folklore

The undergraduate minor in Folklore consists of five courses:

(A)- FOLK 146, Introduction to Folklore

(B)- Two courses on genre:

- (1) - One on music from FOLK 103, 104, 147, 188, 190
- (2) - One other from FOLK 134, 141, 148, 186, 192

(C) - One course on community from ANTH 40, FOLK 109, 185, 187, 189

(D) - One course on theory from FOLK 135, 142, 154, 174, 193

From time to time, additional courses will be offered by current or visiting faculty. These will be listed on the course description for the term and may be used to fill some of the minor requirements.

(For descriptions of courses below, see listings under department headings.)

103 Folk and Popular Music of Latin America *(Music 132)* (3).

104 Folk Music of Europe and the New World *(Music 104)* (3).

106 Celtic: Readings in Old Irish *(Linguistics 106)* (3). O'Neill.

107 Folk, Popular, and Art Music in 19th Century America *(Music 133)* (3).

108 Music in 20th Century American Culture *(Music 134)* (3).

109 Introduction to Celtic Culture *(Celtic 109)* (3). O'Neill.

121 Culture and Personality *(Anthropology 121)* (3). Fall. Daniels.

122 Cultural Anthropology *(Anthropology 122)* (3). Fall. Staff.

123 Magic, Ritual, and Belief *(Anthropology 123)* (3). Spring. Evens.

126 Africa: Peoples and Cultures *(Anthropology 126)* (3).

129 Southeast Asia: Peoples and Cultures *(Anthropology 129)* (3). Spring. Peacock.

130 Native North American Cultures *(Anthropology 130)* Spring. Staff.

132 Latin American Cultures *(Anthropology 132)* (3). Fall. Finkler.

133 The People of the Caribbean *(Anthropology 133)* (3). Fall. Staff.

134 Anthropology of Art and Culture *(Anthropology 134) (Art 174)* (3). Johnson.

135 Consciousness and Symbols *(Anthropology 135)* (3). Fall. Peacock.

141 Myths and Epics of the Ancient Near East *(Religion 121)* (3). Spring. Sasson.

142 Religion and Anthropology *(Anthropology 142) (Religion 142)* (3). Spring. Peacock, Tyson.

143 Indo-European Culture and Society *(Linguistics 142)* (3). Fall. Melchert.

146 Introduction to Folklore *(English 146)* (3). Fall. Zug.

147 British and American Folksong *(English 147)* (3). Fall. Patterson.

148 Traditional Craftsmanship (3). An introduction to material folk culture: the study of the origins and transmission, forms and construction, functions and meanings, of traditional architecture, arts, crafts, food, clothing, tools and technology. Spring. Zug.

153 Medieval Romance *(English 153)* (3). Fall. Kennedy.

154 Historical Geography of the United States *(Geography 154)* (3). Florin.

155 Method and Theory in Ethnohistoric Research *(Anthropology 155)* (3). Fall. Crumley.

170 General Introduction to German Volkskunde *(German 170)* (3). Tax.

171 Medicine and Anthropology *(Anthropology 170)* (3). Fall. Finkler.

174 The Theory and Practice of Oral History: A Field Work Approach *(History 170)* (3). Fall. Hall.

175 Ethnographic Method *(Anthropology 175)* (3). Spring. Staff.

184 Language and Culture *(Anthropology 184)* (3). Spring. Holland.

185 Women in Folklore and Literature *(English 185)* (3). Spring. Staff.

186 Folk Narrative *(English 186)* (3). Spring. Zug.

187 Folklore in the South *(English 187)* (3). Spring. Patterson.

188 Country Music and American Society (3). An historical and cultural analysis of country music, exploring its relation to traditional and popular music, its repertory and performers, its institutions, its reflection of social issues, values, and change. Spring. Whisnant.

189 Afro-American Folklore *(English 189)* (3). Fall. Staff.

190 Vernacular Traditions in African-American Music (3). Explores performance traditions in African-American music, tracing development from African song through blues, jazz, gospel and contemporary vernacular expression. Focuses on continuity, creativity and change within African-American aesthetics. Fall. Hinson.

192 Traditional Culture in Film (3). A critical survey of selected documentary films, exploring traditional culture itself, issues inherent in the comprehension and interpretation of culture, and the politics of culture in a multicultural society. Fall. Alternate years. Whisnant.

193 The Politics of Culture (3). A comparative, historical, multidisciplinary analysis of the politics of culture. Special attention to cultural regionalism and nationalism; legitimization, marginalization, survival and revitalization; documentation, preservation and presentation; policies, institutions, and programs. Fall. Whisnant.

194 Literature of the Appalachian Region *(English 194)* (3). Whisnant.

195 Topics in Folklore (3). Fall and spring. Staff.

198 Field Research (3). Fall and spring. Staff.

199 Directed Readings in Folklore (3). By permission. Fall and spring. Staff.

French

(See Romance Languages)

Department of Geography

John W. Florin, *Chair*

Geographers are concerned with an analysis of the spatial aspects of cultural and physical phenomena, their interrelationships and their composite expression in the form of regions. They work as teachers and in a growing number of applied fields. Government agencies offer a variety of opportunities in such fields as cartography and map analysis, census work, air photo interpretation and remote sensing, resource and land-use surveys, and foreign area intelligence. Industrial concerns, banks, property development and management firms, research organizations, and federal, state, and municipal agencies employ sizeable numbers of geographers as field investigators, location analysts, and planners. Geographic skills find application in such business activities as banking, real estate, and commercial outlet locations and in the expanding national recreation and travel fields.

To earn a Bachelor of Arts in geography a student must pass a total of nine courses in the discipline. They will include (a) Geography 10 or 11, (b) Geography 20, (c) Geography 148, (d) either Geography 70 or 171, (e) one regional geography course, (f) two systematic (topical) courses, and (g) any two other geography courses (one must be a methods course if Geography 70 was selected in (d) above). The student must also complete the General Education requirements for the Bachelor of Arts degree.

9 Freshman Seminar (3). Topics are chosen by individual instructors. General College advisers have a list of current offerings. Fall and spring. Staff.

101 Physical Geography *(Man's Physical Environment)* (3). An assessment of the occurrence, characteristics and interrelationships of the earth's climates, landforms, natural vegetation and soils, especially as they influence man's attempt to utilize his environment. Fall and spring. Staff.

112 Weather and Climate (3). An introduction to the nature and causes of weather variability and climate change and their impact on human activity. Fall and spring. Staff.

20 The Character of World Regions *(PWAD 20)* (3). A survey of the geographic structure of human activity in major world regions and nations. Emphasis is upon current developments related to population, urbanization, and economic activity. Fall, spring, summer. Staff.

21 Cities of the World (3). This is a course in comparative world urban development. Building on a knowledge of American cities, the urban experience in Western Europe, the Communist World, and the Third World is examined. Johnson.

22 Geography of Economic Activity (3). A study of the factors influencing the characteristics and spatial patterns of the world's major economic activities with a particular focus on the distinctions between developed and developing nations. Moriarty.

23 Cultural Landscapes (3). How population, environment, and human culture as expressed in technology and organization interact over space and time. Gesler.

30 Development Issues Third World (3). Population and ecological aspects of problems in the urban, industrial and agricultural development of Third World nations from a geographical perspective. Meade.

57 North America's Landscapes (3). A survey of the cultural and physical landscapes of the United States and Canada. Emphasis on landscape evolution, present distributions, and interactions between people and their environment. Florin, Hawley, Butler.

62 Geography of North Carolina (3). A survey of the cultural, economic, and physical diversity of North Carolina. Emphasis is placed on regional patterns, historical changes, and the appearance of the landscape. Spring. Florin.

70 Map Interpretation (3). An introductory map-interpretation course for all students interested in geography. Utility of maps is emphasized through the illustration of the map as an earth model permitting data storage and retrieval of locational, spatial and distributional data. Hawley.

95 Topics in Geography (Var.). Permission of instructor required. Special reading and research in geography under the supervision of a selected instructor. Course may not be taken more than twice. Fall and spring. Staff.

98 Honors (3). Required of all senior students aspiring to Honors in Geography. Directed readings, research and writing. Fall and spring. Staff.

99 Honors (3). Required of all seniors aspiring to Honors in Geography. Preparation of a senior thesis. Fall and spring. Staff.

102 Meteorology (3). Natural science credit. Prerequisite, Geography 10 or 11. An analysis of the atmospheric processes acting to create day-to-day weather changes. Techniques of producing weather forecasts, and the value of such forecasts, are discussed. Robinson, Konrad.

122 Micrometeorology (3). Permission of instructor desirable. An introduction to the theory and practice of micrometeorology. Factors influencing rural environments are initially considered and agricultural problems emphasized. Man's role in changing both rural and urban microclimates is assessed. Robinson, Konrad.

115 Climatology (3). Prerequisite, Geography 10 or 11 or permission of the instructor. The factors creating climates and their spatial variation are considered. Emphasis is given to the nature, causes, and impacts of climatic change. Konrad, Robinson.

116 Applied Climatology (3). Prerequisite, Geography 110 or Geography 115. An investigation of the ways climatic information and techniques can be applied to societal problems, such as energy production, food production and health. Robinson, Konrad.

172 Soils (3). A study of the nature and geographic distributions of the soils of the world. Three hours of lecture a week, in addition to field work. Robinson.

122 Physiography of the Eastern United States *(Geology 169)* (3). Prerequisites, Geology 11, Geology 138, or permission of the instructor. Natural science credit. Spring.

132 The World's Food Supply (3). A study of environmental parameters, cultural preferences, technological developments, and spatial economic infrastructure which result in world patterns of food consumption, production, and distribution. Hawley, Meade.

135 Transportation (3). Transportation as a spatial factor in the economic and political integration of regions; also, regional variations in mode development, and application of transportation as a movement system.

138 Industrial Location (3). Factors in the regional location of manufacturing location theory, measures of manufacturing, locational theory, measures of manufacturing, locational decision- making, and a survey of selected industries. Fall. Moriarty.

143 Ecological Plant Geography *(Botany 143)* (3). Description of the major vegetation types of the world including their distribution, structure, and dynamics. The principal causes for the distribution of plant species and communities, such as climate, soils, and history will be discussed.

144 Landscape Biogeography (3). This course is concerned with the application of biogeographical principles and techniques to the study of natural and human-modified landscapes. It includes local and extra-regional case studies. Butler.

145 Medical Geography (3). The human ecology of health is studied by analyzing the cultural/environmental interactions that lie behind world patterns of disease distribution, diffusion, and treatment, and the ways these are being altered by development. Fall. Meade.

147 Fundamental Concepts of Physical Geography (3). Prerequisite, Geography 10 or equivalent. Systematic study of the approaches, key concepts, and methods of physical geography. Emphasis given to geomorphic and biogeographic processes and techniques within a thematic framework. Spring. Butler.

148 Fundamental Concepts of Human Geography (3). A systematic study of the approaches, key concepts, and methods of human geography. Emphasis is given to the cultural landscape and location analysis within a thematic rather than a regional framework. Fall. Florin,

149 Location, Perception, and Society (3). A study of the spatial components of current social problems, such as poverty, race relations, environmental deterioration and pollution, and crime. Birdsall, staff.

150 Population Geography (3). A study of the spatial dimensions of population growth, density and movement and of the shifts in these patterns as they relate to changes in selected socioeconomic and cultural phenomena. Spring. Florin, Meade, Whitmore.

151 Urban Geography (3). A geographical study of the spatial structure and function of urban settlements. Emphasis is on the regional relations of cities and central place theory. Spring. Johnson.

152 Economic Geography (3). An inquiry into the factors involved in the location of agriculture, manufacturing and central place activities within the context of population growth and economic development in different regions of the world. Spring. Moriarty.

153 Political Geography *(PWAD 153)* (3). Geographic aspects (nation formation; boundary, territorial and ethnic issues; and regional blocs) of contemporary international affairs. Case studies are in Eurasia and Africa. Eyre.

154 Historical Geography of the United States (3). A study of selected past geographies of the United States with emphasis on the significant geographic changes in population, cultural, and economic conditions through time. Florin.

156 National Resources (3). An analysis of selected biological and mineral resources of the world with particular emphasis on their distribution, utilization, management policies and on their social and economic implications. Fall. Hawley.

157 Geography of Agriculture in Latin America (3). The course covers PreColumbian and colonial agriculture; the distribution of agroecological regions; the nature of adaptation and technology in traditional agriculture; and problems and opportunities in modern agriculture of Latin America.

158 Europe Today (3). A survey by topic and country of Europe west of the Soviet Union. Those features that made Europe a distinct and important region today are emphasized. Spring. Hawley.

159 Latin America (3). A study of the resources and activities of continental South America and of those aspects of the physical and cultural environment which result in diversity as well as similarity. Fall. Whitmore.

161 South (3). Present-day southern United States, approached historically through a study of its physical, economic, and cultural environment. Fall or spring. Florin.

165 Geography of the Soviet Union (3). An analysis of the physical setting, resources, economic activities, and cultural environment of the natural regions of the world's largest country. Moriarty.

166 Eastern Asia (3). Spatial structure of population, urbanization, agriculture, industrialization and regional links in China, Japan, and Korea. Spring. Eyre.

167 Tropical Asia (3). Spatial structure of population, urbanization, agriculture, industrialization and regional links in India, Pakistan, Sri Lanka, Bangladesh, and the nations of Southeast Asia. Meade.

168 Africa (3). Primary emphasis on the dynamic spatial organization of Africa south of the Sahara. Individual countries will be studied in view of their geographic characteristics and problems. Fall. Gesler.

171 Cartography (3). Introduction to maps and map-making, stressing drafting and computer techniques, map design, and methods of representing data on maps. One lecture and four laboratory hours a week. Fall.

172 Advanced Cartography (3). Prerequisite, Geography 171. Advanced study in map geographics. Application of graphic methods and material for illustrating spatial arrangements and relations of earth phenomena. Spring.

173 Spatial Data Representation and Display (3). Introduction to spatial analytical techniques, including computer mapping, remote sensing, and geographic information systems. The emphasis is on approaches for spatial data handling, organizational structures, data representation within an automated environment, manipulation and display of spatial data through use of specialized mapping and graphics computer systems, and the role of such practices in geographic analyses. Fall or spring. Walsh.

175 Medical Cartography (3). Map graphics applied to problems in medical geography. Spatial analyses and planning in epidemiology and health delivery services through map applications are emphasized. Kopec or staff.

176 Advanced Computer Cartography (3). Prerequisite, Geography 173 or equivalent. Advanced topics in computer cartography, including data formats and structures, database design, spatially referenced databases, cartographic/GIS analysis and modeling, spatial interpolation, data aggregation, line generalization, and boundary files. Spring. Walsh or staff.

177 Remote Sensing (3). An introduction to remote sensing of human and physical patterns on the earth's surface from aircraft and spacecraft. Emphasis is on the interpretation of imagery from imaging scanners rather than camera systems. Hawley or Walsh.

178 Interpretation of Aerial Photographs (3). A fundamental review of the uses of aerial photographs in the social sciences. Emphasis is on detecting and identifying man-made objects on the earth's surface from the perspective of space. Two hours of lecture and two hours of laboratory per week. Hawley.

179 Field Methods and Techniques (3). The philosophy behind field study in geography and various techniques used to solve local sample problems are examined. Emphasis is on development of innovative approaches to problem solutions. Hawley.

190 Quantitative Methods in Geography (3). Introduction to the application of statistical methods of geographic problems with some computer use in their solution. Attention given to analysis of areal data and areal sampling. Fall. Gesler, Konrad.

191 Geographic Information Systems (Planning 136) (3). Prerequisite, Geography 173 or equivalent. Emphasizes methods of data analysis that offer an automated approach to spatial and non-spatial data synthesis which combines a system of data capture, storage, management, retrieval, analysis, and display. Fall. Walsh.

Department of Geology

Paul D. Fullagar, *Chair*

The department offers two undergraduate degree programs: the B.S. in Geology, and a B.A. degree with Geology as a major. Most students planning to do graduate work or to become professional geologists should take the B.S. program; however, the flexibility of the B.A. program may be advantageous to some with special interests. Students majoring in Geology who are considering Marine Sciences as a graduate specialty should consult the material under "Marine Sciences" in this section of the catalog.

The Department of Geology recognizes that some students will want to combine a major in Geology with a concentration in other fields of science, mathematics, or economics. Multidisciplinary curricula of this sort are encouraged, and interested students should discuss a modified set of course requirements with the department's Undergraduate Adviser.

Degree Requirements

For the B.A. degree with a major in Geology, the student must satisfy the specific requirements of the General College and the College of Arts and Sciences (see General Education curriculum), and must complete these departmental requirements: (1) Introductory Geology (one of the following) - Geology 11 and 11L, 12, 15, or 41, (2) Physics 24 and 24L, 25 and 25L, or 26 and 27, Chemistry 11 and 11L, 21 and 21L, (3) core courses, Geology 52, 53, 56, 57, 58, (4) a minimum of two Geology electives from courses numbered 98 or higher.

Degree Requirements

For the B.S. in Geology, students must satisfy the General College requirements (Basic Skills and Perspectives). Additional specific requirements are:

Allied science courses: 5 courses: The courses may be geology, math, or allied science courses chosen from the following list: Anthropology: only 43, 110, 112, 114, 115, 117, and 151; Biochemistry: any course except 40; Biology: any course except 8, 9, and 10; Chemistry: any course above 21; Computer Science: any course except 4 and 96; Environmental Sciences: any course except 101; Geography: only 110, 112, 115, 116, 117, 122, any course above 171; Geology: any course except 11, 12, 15 and 41; Marine Sciences: any course; Mathematics: any course above 32; Physics and Astronomy: any course except Physics 20, 37, 84, and 113; Psychology: no courses; Statistics: any course above 23; Biostatistics: only 101.

All students are urged to take as much work in mathematics, statistics, computer science and biostatistics as possible. Students concentrating in geophysics should take: Physics 52 and 58, Math 33 and 83; Geology 142, and either Physics 61 or Geology 120. Students concentrating in geochemistry, petrology, or other areas that incorporate chemistry should take chemistry courses, particularly Chemistry 181 and 182.

Degree candidates do not have to satisfy upper-level Arts and Sciences perspective requirements. With written permission of the departmental adviser, certain courses in the Division of Health Affairs may be taken as allied electives.

Geology:

Introductory Geology: One (Geology majors may receive credit for only one) of the following: 11 and 11L, 12, 15, 41.
Core courses: 52, 53, 56, 57, 58.
Geology electives: 3 Geology courses numbered 98 or above. (Note: geophysics concentrators should take Geology 142.)
Geology field camp: 128 and 129 or, with permission of departmental adviser, geophysics concentrators may take Physics 52, 58; geochemistry concentrators may take Chemistry 181, 182.
Math: 31 and 32 plus one of: Math above 32, or Statistics above 23, or Computer Science (except 4, 96), or Biostatistics 101, 135. Note: Geophysics concentrators should take Math 33 and 124, or another approved course. Students preparing for graduate work in Geology are strongly encouraged to take additional courses in mathematics.
Physics: 24, 24L, 25, 25L, or 26 and 27.
Chemistry: 11, 11L, 21, 21L.

The Department of Geology encourages qualified undergraduate students to conduct independent research under the direction of a Geology faculty member on an interesting geologic topic. This research can be conducted as a 1 - 4 credit hour project (Geology 199, Special Problems in Geology), or in conjunction with the Geology Honors Program.

The Geology Honors Program is open to undergraduates with an overall grade point average of 3.2 or better as of the beginning of the Fall semester of the Senior year. To participate in this program, the student chooses a research topic in consultation with his or her chosen faculty sponsor, and conducts the research during the last two semesters in residence. The research project should represent the equivalent time expenditure of six hours of course credit, and is taken as Geology 98 (Fall semester) and Geology 99 (Spring semester).

Minor in Geology

In addition, the Department of Geology also offers the minor in Geology. Requirements are one of the following courses: Geology 11, 12, 15, 16, 41; and at least three geology courses numbered higher than Geology 41, for a minimum of 12 semester hours.

11 Introductory Geology (3). Geologic materials: minerals and rocks. Major geologic events: earthquakes, volcanic activity, mountain formation, plate tectonics and continental drift. Landscape development by glaciers, streams and groundwater, ocean currents and waves, wind. Not open to students with credit in or currently enrolled in Geology 15. Fall and spring. Staff.

11L Introductory Geology Laboratory (1). Prerequisite or corequisite, Geology 11. Study of common minerals and rocks. Use of topographic and geologic maps to illustrate geologic processes. Two laboratory hours a week. Fall and spring. Staff.

12 The Marine Environment (3). Introduction to natural science emphasizing physical, chemical, biological and geological phenomena in oceanic and coastal environments. Human use of, and impact on, marine resources. (Science majors see MASC 101). Fall and spring. Frankenberg and Martens.

15 The Dynamic Earth (3). Elementary treatment of the earth as a constantly evolving planet. Volcanoes, earthquakes, mountain building, plate tectonics, continental drift and the internal structure of the earth are emphasized. The earth in relationship to other planets is used to understand terrestrial geology and structure. Not open to students with credit in, or currently enrolled in, Geology 11 or 41. Fall. Rial.

16 Evolution of Life (3). Origin and evolution of life as examined from the perspectives of earth history and the fossil record. Spring. Carter.

16L Evolution of Life Laboratory (1). Prerequisite or corequisite, Geology 16 lecture. Collection, identification, and phylogenetic analysis of common animal and plant fossils from North Carolina, including collecting trips to field sites and study at the Smithsonian Institution. Three laboratory hours or one Saturday field trip each week. Spring. Carter. [Natural Science perspective.]

41 Physical Geology for Science Majors (4). Introduction to geology. Geology majors and other science majors. Origin of minerals and rocks. Structure of the earth. Erosion, volcanoes, earthquakes, plate tectonics. Not open to students with credit in or currently enrolled in Geology 11. Three lecture and two laboratory hours a week. Fall and spring. Staff.

43 Mineral Resources (3). Prerequsites, Geology 11, or 15, or 41, or permission of the instructor. A consideration of the distribution, extraction, economics, and demand for mineral resources. Specific topics will include: the impact of the mineral industry on industrial and pre-industrial economies, the unique economic factors associated with the mineral industry, the realities associated with the global maldistribution of energy and metallic resources as well as the problems associated with the depletion of resources, and the environmental impact of the mineral extraction industry. Fall. Feiss.

48 Environmental Geology (3). Prerequisite, Geology 11 or 41, or permission of the instructor. Environmental and human problems connected with uses of earth materials and with geological processes. Mineral resources, land-use planning, and engineering geology. Spring. Rogers.

52 Mineralogy (4). Prerequisites, Chemistry 11 (may be corerequisite), Geology 11 or 41, or permission of the instructor. Principles of mineralogy and crystallography, emphasizing properties and occurrence of the main rock-forming and economic minerals. Methods of identification (including optical mineralogy), crystal chemistry, and environments of formation. Three lecture and three laboratory hours per week. Fall. Fullagar.

53 Igneous and Metamorphic Petrology (4). Prerequisite, Geology 52 or permission of the instructor. Studies of the origin and evolution of igneous and metamorphic rocks, including microscopic, x-ray, and field methods; volcanology; plate-tectonic interpretation of rock sequences. Three lecture and three laboratory hours per week. Spring. Glazner.

56 Sedimentary Rocks and Processes (4). Prerequisites, Geology 11 or permission of the instructor. Study of environments of deposition of sediments and resulting rocks, with an introduction to description, diagenesis, classification and determination of origin of sedimentary rocks with the petrographic microscope. Three lecture and three laboratory hours a week. Fall. Textoris, Paull.

57 Stratigraphy and Paleontology (4). Prerequisites, Geology 56 or permission of the instructor. Principles of measuring time and making correlations in stratified rocks. The principles of paleontology also will be introduced. Examples will illustrate both the resolution and pitfalls of lithologic, biostratigraphic, isotopic, magnetic, and seismic reflection techniques. Three lecture and three laboratory hours a week. Spring. Paull, Carter, Dennison, Textoris.

58 Structural Geology (4). Prerequisites, One of Geology 11, 12, 15, or 41. Introduction to the mechanical behavior and dynamic evolution of the earth's crust through the study of deformed rocks. Includes weekend-long field trip to western North Carolina. Fall. Stewart.

98, 99 Honors Courses (3). For details, see Geology degree requirements. Fall and spring. Staff.

101 Oceanography *(Marine Science 101, Biology 126, Environmental Sciences 127)* (3). Prerequisites, Biology 11, Chemistry 21, Physics 25, or permission of the instructor. An interdisciplinary study of the sea and the interrelationship of marine processes. Three lecture hours per week. Fall and spring. Frankenberg, Neumann.

102 Archaeological Geology *(Anthropology 102)* (3). Prerequisite, permission of the instructor. Application of geological principles and techniques to the solution of archaeological problems. Geological processes and deposits pertinent to archaeological geology and site analysis will be studied. Field trips to three or more sites in this region will be conducted with written reports on geological aspects of the sites required. Not open to Geology graduate students for graduate credit. Fall. Staff.

115 Economic Geology (4). Prerequisites, Geology 53, 56, 57, 58. An introduction to metallic ore deposits. Emphasis is placed on their description, origin, and distribution. Three lecture and two laboratory hours per week. Spring. Feiss.

120 Geomathematics (4). Prerequisite, Math 31 and 32. Introduces geologists to the principles of mathematical physics that are most relevant to the quantification of geological problems. Applications to geology of the differential equations of classical mechanics: Laplace, Poisson, Wave, Diffusion are illustrated through frequent use of computer graphics. Linear and nonlinear systems are discussed in detail. Three lecture and two laboratory hours per week, fall. Rial.

123 Marine Carbonate Environments (4). Prerequisite, permission of instructor. Chemical and biological origins of calcium carbonate, skeletal structure, and chemo-mineralogy, preservation, sedimentation, and early diagenesis are studied in a variety of deep and shallow environmental settings in order to understand skeletal genesis, limestone origin and carbonate facies variability. Field trip to Florida, Bahamas, or Bermuda. Lab exercises; research report. (1992 - 1993 and alternate years.) Spring. Neumann, Crenshaw.

123L Marine Carbonate Environments Laboratory (0).

125 Coastal Sedimentary Environments *(Marine Science 125)* (3). Prerequisite, Geology 56. Introduction to modern shallow-water clastic environments and their sediments, emphasizing barrier islands, deltas, estuaries, wetlands, and tidal flats. Includes local field trips and discussion/application of data-collecting techniques. Spring. Wells.

128, 129 Summer Field Courses in Geology (6). Prerequisites, Geology 52, 53, 56, 57, and 58. Six-week field camp conducted in New Mexico, Arizona, Colorado, and Utah. Field interpretation of rocks and their deformation; construction of geologic maps. Includes field trips to classic localities such as The Grand Canyon and Arches National Park. First Summer Session only. Staff.

130 Topics in Physical Geology (Var.). A two-week workshop concentrating on an in-depth evaluation of topics typically covered in high school earth science courses. The course will emphasize background material needed for teachers to teach these subjects, materials (audiovisual, readings, lab materials, etc.) available for classroom use, and supplemental demonstrations, labs, and in-class and field exercises that can be used. Depending on teacher interest, some evaluation and design of science fair projects may be addressed. Summer. Staff.

132 Invertebrate Paleontology *(Biology 110)* (4). Prerequisites, Geology 16 or Biology 11; or permission of the instructor. A survey of the major invertebrate phyla represented in the geologic record, with emphasis on broad skeletal morphology, evolutionary trends, ecology, and biostratigraphic significance. Three lecture and two laboratory hours a week. Fall. Carter.

133 Micropaleontology (4). Prerequisites, Geology 132 or permission of instructor. An in- depth study of the biostratigraphy, paleoecology, and taxonomy of various microfossil groups (i.e., Foraminifera, ostracodes, conodonts, coccoliths, Radiolaria, diatoms, acritarchs, dinoflagellates, etc.) dependent upon individual student objectives. Three lecture and three laboratory hours a week. Spring. Bralower.

138 Geomorphology (3). Prerequisites, Geology 11 or 41. The origin of landforms. Includes those formed by weathering, mass wasting, streams, dissolution of limestone, coastal processes, glaciation, and wind. Fall. Dennison.

138L Geomorphology Laboratory (1). Prerequisite or corequisite, Geology 138. Two laboratory hours per week. Fall. Dennison.

139 River Systems of East Coast North America (3). Prerequisite, Geology 11 or 41; Geology 42, 46, 48, or 138; at least junior status. Analysis of 23 rivers from St. Lawrence to the Everglades, from headwaters to oceanic terminus of turbidite fan. Focus on stream processes, geologic development, hydrology, utilization history, ecology, and planning. Spring. Dennison.

142 Geophysics (3). Prerequisites, Physics 24, 25. Elementary seismic, gravity, geomagnetism, and telluric currents; seismic gravity, magnetic, electrical, and radioactivity prospecting and instrumentation. Fall. Powell.

142L Geophysics Laboratory (1). Prerequisite or corequisite, Geology 142. Three laboratory hours per week. Fall. Powell.

145 Geochemistry *(Marine Sciences 145)* (3). Prerequisites, Geology 11, 15, or 41, Chemistry 21, or permission of the instructor. Introduction to the application of chemical principles to geological problems, with emphasis on isotopic methods. Spring (1992 - 1993 and alternate years). Benninger.

146 Physical Geochemistry (4). Prerequisites, Chemistry 21, Mathematics 32, or permission of the instructor. An introduction to physical geochemistry and chemical thermodynamics with special emphasis upon geological applications. Three lecture and three laboratory hours per week. Fall (1992 - 1993 and alternate years). Benninger.

151 Geodynamics (3). Prerequisites, Geology 11 or 41, Mathematics 32, Physics 24, 25, Chemistry 21. Interior of the earth deduced from seismology, gravity, heat flow, magnetism; geophysics of continents and ocean basins; age of earth. Spring. Rogers.

152 Plate Tectonics (3). Prerequisites, Geology 11 or 41, Physics 24, 25, and Mathematics 32. Kinematic and dynamic analysis of plate tectonics. Geology of plate boundaries; plate reconstructions; relative and absolute plate motions; stability of triple junctions; driving mechanisms. (1992 - 1993 and alternate years.) Spring. Powell.

157 Problems in Vertebrate Evolution *(Biology 157)* (3). Prerequisites, Biology 63, or permission of the instructor. A study of the major transitions in vertebrate evolution and associated problems in evolutionary biology, structural change, paleoecology, biogeography and earth history, physiology and behavior. Three lecture hours a week. Fall. Feduccia.

162 Energy Resources (3). Prerequisites, Geology 11 or 41, 42, or 135. Geology of oil, natural gas, uranium, hydropower, and geothermal energy. (1991 - 1992 and alternate years.) Spring. Dennison.

162L Energy Resources Laboratory (1). Prerequisites, Geology 162 (may be corequisite). Laboratory problems and field trips related to Geology 162. Three laboratory hours per week. (1991 - 1992 and alternate years.) Spring. Dennison.

163 Applied Hydrology (3). Prerequisites, Geology 11 or 41; Math 31; Phys 25; or permission of instructor. An introduction to methodologies and instrumentation for quantifying the movement of water in the earth system focusing on components of the hydrologic cycle. Emphasis will be divided between analytical aspects and field procedures. Spring. Daniel.

164 Geochemistry of Natural Waters (3). Prerequisites, Geology 11, 15, or 41; Chemistry 21; Math 31; or permission of the instructor. Survey of processes affecting the compositions of streams, lakes, the ocean, and shallow groundwaters. Spring (1991 - 1992 and alternate years). Benninger.

165 Groundwater (3). Prerequisites, Geology 11, 15, or 41; Chemistry 21; Math 31; Physics 24, 25; or permission of the instructor. Introduction to physics, chemistry, and geology of groundwater. Fall. (1991 - 1992 and alternate years). Benninger.

169 Physiography of the Eastern United States *(Geography 122)* (3). Prerequisites, Geology 11, Geology 138, or permission of the instructor. Natural science credit. Spring.

181 Fluid Dynamics *(Marine Science 151, Physics 151)* (3). Prerequisites, Physics 103 or permission of the instructor. The physical properties of fluids, kinematics, governing equations, viscous incompressible flow, vorticity dynamics, boundary layers, irrotational incompressible flow. Three lecture hours a week. Fall. Bane.

188 Geological Oceanography *(Marine Science 103)* (4). Prerequisites, Geology 11 or 41, 42. The origin and bathymetry of ocean basins, the nature and history of deep-sea sedimentation, the structure and sediments of continental margins, and the dynamic geomorphology of the coastal zone. Field trip to Outer Banks. Three lecture and three laboratory hours per week. Fall. Neumann.

197 Paleobotany *(Botany 181)* (5). Prerequisites, Biology 11, 21 - 21L, or permission of the instructor. An introduction to the morphology, stratigraphic occurrence, and evolutionary relationships of fossil plants. Both macrofossils and microfossils will be considered. Two lecture and six laboratory hours per week. Fall. (1992 - 1993 and alternate years.) Gensel.

199 Special Problems in Geology (1 - 4). Registration requires approval of the departmental chairman. For details, see discussion of Geology degree requirements. Fall and spring. Staff.

Department of Germanic Languages

Siegfried Mews, *Chair*

The department seeks to offer courses tailored to the needs of several different groups of students. While many courses are designed to provide a rich program for German majors (including numerous double majors), others are suitable for students seeking a more modest level of involvement in the language, literature, and culture of German-speaking Europe. Still other courses are designed for those students who cannot take the time to learn German as a prerequisite; these courses are conducted in English, with translated texts. A further group of courses gives the student an introduction into the Afrikaans, Dutch, or Norwegian languages and literatures.

Most students enter UNC-Chapel Hill German courses with no prior experience in the language, but those who have had previous exposure are placed according to their skills. Upon completion of fourth-semester German quite a number of students take further courses simply to improve their skills or to learn more about the German language, literature, and culture; many others decide at this point to major in German, for which purpose they consult the departmental majors adviser. It is quite common for students to "double major," combining German with another field appropriate to their needs; in such a case students should consult advisers both in the German Department and in the other department concerned.

The German major requires eight courses beyond German 4: German 21, 31 (may be taken concurrently with 21), 32, 68 (171 may be taken instead), and four courses on the 70 - 80 - 90 level (or, with permission, on the 100 level). German majors qualified for honors work may arrange with the departmental honors adviser to take German 98 (which counts as one of the eight courses for the major), followed by

German 99 (writing of honors thesis), which counts as a German elective credit. Only one course conducted in English counts towards the major.

Students seeking certification to teach in public schools should consult advisers in the School of Education.

The department also offers a German Studies track leading to the B.A. in German. The track consists of four courses taken in the department (German 21 and 31; two literature courses taught in German from the 70 - 80 - 90 and/or 100 level), one course each taken in the departments of History and Political Science, two courses offered by other departments in the Humanities and Social Sciences, and an interdisciplinary seminar (German 90). ·

All students interested in further study of German may obtain A Guide to Undergraduates Studies from the department.

Minor in Germanic Languages

The undergraduate minor in German consists of four German courses beyond German 4;

Two required courses:
GERM 21 Introduction to German Literature
GERM 31 Conversation and Composition
and two courses above GERM 31 taught in German.

Students wishing to pursue a minor in German should have grades at B level or higher in German 3 and 4.

Other Opportunities

The department offers advice on foreign study and job opportunities and encourages students to participate in the UNC Year in Tübingen, Göttingen, or Berlin. Prospective majors should consider applying for residence in the German House, a German-speaking section of a coed dormitory. Numerous social and educational events provide an atmosphere for effective learning and for enjoyment of cultural aspects of German life. Students anticipating further study in the Business program, Law School, Medical School, and other professional programs are encouraged to study German both for humanistic values and as practical preparation for more flexible career options in the increasingly international community of professionals.

Undergraduate Courses

Language Courses

1 Elementary German (4). Fall and spring. Staff.

2 Elementary German (4). Fall and spring. Staff.

1A Elementary German (4). Honors. Fall. Staff.

2A Elementary German (4). Honors. Spring. Staff.

3 Intermediate German (3). Intensive reading and review of grammar; discussion in German. Fall and spring. Staff.

3A Intermediate German (3). Honors. Fall. Staff.

4 Intermediate German (3). Reading of selected texts with discussion in German. Fall and spring. Staff.

4A Intermediate German (3). Honors. Spring. Staff.

31 Conversation and Composition (3). Prerequisite, German 4 or permission of instructor. Emphasis is on speaking, with shorter readings on contemporary German life to provide subject matter for in-class discussion and regular written compositions. Further goals include improvement of pronunciation and a mastery of grammar. Fall and spring. Staff.

32 Advanced Conversation and Composition (3). Prerequisite, German 31 or permission of instructor. Continues the goals of German 31, but with added emphasis on stylistic improvement in speaking and writing. Fall and spring. Staff.

Literature Courses in German

21 Introduction to German Literature (3). Prerequisite, German 4 or equivalent. Presents major authors (such as Goethe, Mann, Kafka, and Brecht), genres, and textual analysis. An appropriate conclusion to German 1 - 4, it also provides the background for more advanced undergraduate literature courses. Discussion and essays in German. Fall and spring. Staff.

68 German Culture (3). Prerequisites, German 21 or 31, or permission of instructor. Major trends in intellectual, artistic, musical, and political life in the German-speaking countries, ca. 1500 - 1980. Lectures in German, readings in German and English. Fall or spring. Pike.

70 The Age of Goethe (3). Prerequisites, German 21 and 31, or permission of instructor. German literature from the Enlightenment to Romanticism. Readings include works by Lessing, Goethe, Schiller, Kleist, and the Romantics. Fall or spring. Kuzniar, staff.

71 Modern German Literature (3). Prerequisites, German 21 and 31, or permission of instructor. German literature from 1890 to the present. Study of masterpieces by authors such as Thomas Mann, Kafka, Brecht, Hesse, and Grass. Fall or spring. Staff.

72 German Literature in East and West (3). Prerequisites, German 21 and 32, or permission of instructor. An examination and comparison of writings published in the two Germanies since 1945. Readings of works by Böll, Grass, Wolf, Becker, Fühmann, and others. Fall or spring. Pike.

73 Die Jahrhundertwende (3). Prerequisites, German 21 and 31, or permission of instructor. Investigation of the interconnectedness of turn-of-the-century arts, philosophy, and psychoanalysis with focus on Berlin and Vienna. Works by Nietzsche, Hauptmann, Schnitzler, Freud, Hesse, Hofmannsthal/Strauss, Kafka, Rilke, Th. Mann. Fall or spring. Kuzniar.

74 Austrian Literature (3). Prerequisites, German 21 and 31, or permission of instructor. Presents Austria from the Biedermeier period to the end of the monarchy. Literary readings as cultural documents. Works by authors such as Stifter, Schnitzler, Roth, Freud, Herzel, depicting artistic, political, historical themes. Fall or spring. Scott. Arts and Sciences Aesthetic Perspective.

80 The German Novella (3). Prerequisites, German 21 and 31, or permission of instructor. The development of the genre from Romanticism to the present. Reading of the novellas by such authors as Kleist, Brentano, Meyer, Keller and Kafka. Fall or spring. Staff.

81 German Drama (3). Prerequisites, German 21 and 31, or permission of instructor. German drama from the late Enlightenment to the present. Readings include plays by dramatists such as Goethe, Schiller, Kleist, Hauptmann, Brecht, and Dürrenmatt. Fall or spring. Staff.

82 German Lyric (3). Prerequisites, German 21 and 31, or permission of instructor. Survey of German poetry according to major poets, forms, and literary movements. Fall or spring. Scott.

95 Studies in German Literature (3). Prerequisites, German 21 and 31, or permission of instructor. Study of a literary genre, theme, writer, period, movement, or problem. Fall or spring. Staff.

98, 99 Honors Course (3 each). Reading and special studies under the direction of department advisers. For majors only. Fall and spring. Staff.

Courses in English Translation (No German Required)

40 Great Works of German Literature in Translation (3). A study of masterpieces from medieval romances (Parzival, Tristan, Nibelungenlied), the era of Goethe and Schiller, and the modern period (Mann, Kafka, Hesse, Brecht). Fall or spring. Staff.

41 Twentieth-Century German Literature in Translation (3). Modern German literature in relation to its social, political, and aesthetic background. Study of masterpieces of authors such as Thomas Mann, Hesse, Kafka, and Grass. Fall or spring. Staff.

44 Women in German Cinema *(WMST 44)* (3). Introduction to feminist aesthetics and film theory by the examination of the representation of women in German cinema from Expressionism to the present. All films subtitled. Language of instruction: English. Fall. Kuzniar. (B.A. level Aesthetic/Literature perspective.)

46 Studies in German Literature (3). Study of literary genre, theme, writer, period, movement, or problem. Fall or spring. Staff.

94A Ideology and Aesthetics: Marxism and Literature *(Slavic 94A)* (3). Examination of clash between 20th-century writers and the state in countries where a single political government or party used an exclusive ideology as justification for interference in cultural and literary affairs. Fall or spring. Pike.

94B South Africa in Literary Perspective (3). Prerequisite, permission of instructor. Course aims at an understanding of the South African experience as it is represented by that country's important writers. Readings include works by Gordimer, Coetzee, Mphahlele, Breytenbach, Fugard, Ndebele, Paton, la Guma. Fall or spring. Roberge.

Methods in Teaching K - 12 German

83 Materials and Methods in K - 12 German *(Education 83g)*. (6). Prerequisite, senior status. Fall. Heining-Boynton.

84 Directed Teaching of K - 12 German *(Education 84g)*. (12). Prerequisite, German 83. Spring. Heining-Boynton.

German Studies

90 Contemporary German Studies: An Interdisciplinary Seminar *(History 93, Political Science 51)* (3). Prerequisites, German 1 - 4, or permission of instructors. The interdisciplinary, team-taught seminar will explore cultural, historical, and political problems of contemporary Germany (FRG and GDR) and analyze German developments from the postwar period to the present. Mews, Jarausch, Immerfall.

Courses for Undergraduate and Graduate Students

German Language, Literature, and Civilization

100 Advanced German Grammar (3). Prerequisites, German 21, 31, 32, or equivalent A study of current German structure and usage. This course strengthens the writing of graduate students and helps them confront the problems most frequently faced in speaking and teaching. Fall. Bister.

101B Intensive German (5). Prerequisite, permission of instructor. An accelerated, intensive course that essentially covers materials of German 1 and 2 in one semester, but serves specifically as a preparatory course for German 102B (Business German). Fall.

102B Business German (3). Prerequisite, German 1 and 2 or German 101B, permission of instructor. General study of German politics, history, economics, and culture, combined with acquisition of advanced, business-related language skills. Spring.

103 Stylistics: Theory and Practice (3). Prerequisites, German 21, 31, and 100, or equivalent and permission of instructor. A study of stylistic theories and practices in literature and linguistics; analysis of a large variety of texts; written exercises; training in the use of stylistic devices. Spring. Bister.

109 German Fiction in the Nineteenth Century (3). Prerequisites, German 21 and 31, or equivalent. Study of the major prose writers of the nineteenth century. Readings, lectures, and reports. Fall or spring. Mews.

110 The Structure of Modern German (3). Prerequisite, proficiency in German. Introduction to formal analysis of German grammar (phonology, morphophonemics, prosodics, morphology, syntax) within the framework of generative grammar. Roberge.

111 German Drama in the Nineteenth Century (3). Prerequisites, German 21 and 31, or equivalent. Kleist, Grabbe, Büchner, Grillparzer, Hebbel, Raimund, Nestroy, among others. Readings, lectures, and reports. Fall or spring. Mews.

115 The German Lyric from Hölderlin to the Present (3). Prerequisites, German 21 and 31, or equivalent. An analysis of the chief lyric poets, movements, and types of the past two hundred years. Fall or spring. Mews, Scott.

121 Goethe's Poetry and Faust (3). Prerequisites, German 21 and 31, or equivalent. Close analysis of poems selected from all phases of Goethe's life and of the two parts of Faust. Fall or spring.

125 Special Topics in German Studies (3). Study of literature or language on an announced theme, with subject matter, perspective, or combination of approaches not available in the regular offerings of the department. Readings in German. Fall or spring. Staff.

131 German Literature of the Eighteenth Century (3). Prerequisites, German 21 and 31, or equivalent. From the Enlightenment to Sturm und Drang. Fall or spring.

139 German Romanticism (3). Prerequisites, German 21 and 31, or equivalent. Theoretical background and realization in poetry, prose, and drama. Fall or spring. Kuzniar.

141 Schiller (3). Prerequisites, German 21 and 31, or equivalent. Discussion of plays, representative poems, and selected essays against the intellectual background of Schiller's and our times.

152 German Novel from 1890 to 1945 (3). Prerequisites, German 21 and 31, or equivalent. A survey of German, Austrian, and Swiss novelists from 1890 to 1945, including writers such as Schnitzler, Thomas Mann, Heinrich Mann, Hesse, Kafka, Musil, and Broch.

153 German Drama from 1890 to 1945 (3). Prerequisites, German 21 and 31, or equivalent. A comprehensive study of German, Swiss, and Austrian drama from Naturalism to the end of World War II. Mews.

154 Drama and Prose Fiction in Austria, West Germany, and Switzerland Since 1945 (3). Prerequisites, German 21 and 31, or equivalent. Reading and discussion of works by such authors as Böll, Grass, S. Lenz, Handke, Frisch, Dürrenmatt, Hochhuth, and Weiss. Mews.

155 Goethe (3). Prerequisites, German 21 and 31, or equivalent. The poet within the Western tradition. Study of his masterpieces, including the poetry, Werther, Wilhelm Meister's Apprenticeship, and Faust. Fall or spring.

156 Literature and Society in East Germany (3). Prerequisites, German 21 and 31, or equivalent. Study of the development of literature in East Germany from 1945 to the present in its political and social context. Selection of works by Seghers, Fühmann, Heym, Wolf, Becker, Loest, and others. Pike.

161 History of the German Language (3). Development of sounds and forms from ancient times to present. Political, social and literary forces influencing the language. Prerequisite, a good reading knowledge of German. Fall. Smith, Roberge.

170 General Introduction to German Volkskunde *(Folklore 170)* (3). Prerequisite, a reading knowledge of German.

171 German Civilization (3). Major trends in intellectual, artistic, and political life from early times to the present.

172 Pidgins and Creoles *(Linguistics 172, Anthropology 192)* (3). Examination of the linguistic features of pidgin and creole languages, the sociohistorical context of their development, and their import for current theoretical issues (acquisition, universals, language change). Spring. Roberge.

191A Teaching Methods and Materials (2). For prospective teachers of German. Required of all teaching assistants. Fall. Bister.

191B Teaching Methods and Materials (2). Prerequisite, German 191A. For prospective teachers of German. Required of all teaching assistants. Spring. Bister.

192 Brecht's World of the Theatre (3). (See Comparative Literature 192). Fall or spring. Mews.

Dutch

105 Elementary Dutch (3). Prerequisite, reading knowledge of German or permission of the instructor. Rapid introduction to modern Netherlandic with emphasis on both speaking and reading. Fall. Francke. (Alternate years.)

106 Intermediate Dutch (3). Prerequisite, Dutch 105 or equivalent. Reading of modern Dutch literature with discussions in Dutch. Spring. Francke. (Alternate years.)

Scandinavian

181 Elementary Norwegian (3). Rapid introduction to modern Norwegian (bokmaal) with attention to both speaking and reading. Fall. Smith.

182 Intermediate Norwegian (3). Prerequisite, German 181 or equivalent. Speaking and reading of Norwegian, with focus on 20th-century literature. Brief introduction to Nynorsk, Danish, and Swedish. Spring. Smith.

Department of History

Richard A. Soloway, *Chair*

The study of history is an essential part of a liberal arts education and offers valuable preparation for many careers: in law, journalism, libraries, and museums; in local, state, and national public service; in business; in international work; and, of course, in historical research and teaching. More broadly, by an exposure to a variety of cultures and human experience and by training in the interpretation of conflicting evidence, the department of history seeks to prepare a person for the responsibilities of citizenship and for dealing with the ambiguities of human existence.

Diversity in the program of the history major encourages a comparative approach to human problems and discourages parochialism; specialization in the program promotes an appreciation of the complexity of human affairs and the difficulties involved in interpreting them. Finally, the discipline of history stimulates imagination and analytical thinking.

Requirements for the Major

Students must complete the following requirements for a major. Each major shall concentrate in one area (American, Ancient/Medieval, Modern European, or Non-Western/Third World) or devise a thematic concentration and have it approved by the Chair of the Undergraduate Studies Committee.

A history major consists of ten history courses. These can include two history courses used to fulfill the historical perspective of the General College. A minimum of four and a maximum of six courses of these ten courses will fall in the student's field of concentration. A minimum of four and a maximum of six courses will be outside of the student's field of concentration. All majors will take at least one history department course in Non-Western/Third World history. A minimum of six of the courses that a student takes for the major must be numbered "50" or above. Each major will take a History 90 seminar (Topics in History).

Of these ten courses, at least seven must be completed with a grade of C or higher. No history course may be taken for Pass-Fail credit (even if the course serves as a free elective). A maximum of thirteen history courses (40 hours) may be applied towards the B.A. degree. Any courses beyond the minimal ten (but not above the maximum of thirteen) will count as Free Electives.

In addition to the major requirements, history majors also must complete General Education requirements regarding B.A. level Perspectives. These courses may not be taken pass/fail. Students taking a major in history may not use a history department course to fulfill a perspective at the B.A. level unless the course is a capstone course.

NOTE: Courses in Directed Teaching of the Social Sciences and in Materials and Methods of Teaching the Social Sciences will be found under the School of Education.

History Honors

The departmental honors program is open to any qualified history major with at least a 3.2 overall average and, under normal circumstances, a 3.4 in history courses, and experience in research and writing derived from a History 90. The student pursuing a degree in History with Honors must take History 98A and 98B. The student, in consultation with the honors director, will choose a topic and locate an appropriate faculty member to supervise the essay. In 98A the mechanics of researching and writing a senior essay will be discussed, and a start made on the essay itself. In 98B the essay will be completed, and the student examined by the supervisor and at least one additional faculty member to be agreed upon by the student and supervisor. To receive highest honors the essay must be recommended by the examiners and a review committee. The director of honors, in consultation with the examiners and review committee, will recommend that the student who has defended the essay be graduated with either honors or highest honors, or merely with course credit.

Applicants for the history honors program should contact the Director of Honors in the Department of History.

The Minor in History

The minor in history consists of five courses taken in the Department of History. A maximum of two courses can be below 50; no more than one course can be used to fulfill perspective requirements for General College. Students must have a grade of C or better in at least four of the five courses; three must be taken at UNC-Chapel Hill or a program officially sponsored by the University. Students taking a minor in history may not use a history department course to fulfill a B.A. level perspective unless the course is a capstone course.

4H Honors in Third World History (3). This course will focus on problems dealing with the historical formation of non-Western, developing societies generally referred to as the Third World. Specific themes and geographic region will vary from year to year. As announced. Staff.

5H Honors in Western Civilization to 1650 (3). An examination and analysis of major themes and topics in the political, social, intellectual, cultural, and economic history of the west from ancient times to the 17th century. Fall. Staff.

6H Honors in Western Civilization Since 1650 (3). An examination and analysis of major themes and topics in political, social, and intellectual, cultural, and economic history of the west from the 17th century to the present. Spring. Staff.

7H Honors in American History to 1865 (3). An exploration and analysis of major themes and events in the political, economic, cultural, social, and intellectual history of the United States from its founding to the Civil War. Fall. Staff.

8H Honors in American History Since 1865 (3). An exploration and analysis of major themes and events in the political, economic, cultural, social, and intellectual history of the United States from the Civil War to the present. Spring. Staff.

11 History of Western Civilization to 1650 (3). The emergence of western civilization from Greek antiquity to the mid-seventeenth century. Fall and spring. Staff.

12 History of Western Civilization Since 1650 (3). The development of western civilization from the middle of the seventeenth century to the present. Fall and spring. Staff.

14 Ancient History (3). A topical survey of the ancient world, especially the civilization of the Near East, Greece, and Rome. Fall. McCoy.

15 Medieval History (3). A survey of western Europe and the Mediterranean World, 300 - 1500. Spring. Behrends.

16 Modern European History, 1500 - 1815 (3). Intellectual and social structures, dynamics of social and political change, principles of authority and bases of revolution from the Reformation to the French Revolutionary and Napoleonic period. Fall. Staff.

17 Modern European History Since 1815 (3). The reactions of European society to the problems created by industrialization, nationalism, revolutionary movements, the world wars, and the decline of Europe. Spring. Staff.

18 The Contemporary World in Historical Perspective: The World Since 1945 (3). Analyzes the Cold War, the challenge of decolonization, America's role in international politics, the world as an economic and political unit, the multipolar diplomacy of the 1970s. Fall and spring. Fletcher, Hunt, Raleigh, Reid, Weinberg, staff.

21 American History to 1865 (3). A survey of various aspects of American development during the colonial, revolutionary, and national periods, with stress upon major themes and interpretations. Fall and spring. Staff.

22 American History Since 1865 (3). A survey of various aspects of American development during a century of rapid industrial, social, political, and international change, with stress upon major themes and interpretations. Fall and spring. Staff.

24 Latin America Under Colonial Rule (3). Social and economic development under Colonial rule, especially in Mexico and Peru. Fall. Chambers.

25 Latin American Since Independence (3). A general introduction to Latin American society, culture, politics, and economics from a historical perspective. Focus will be on the events of the past two centuries. Spring. Chasteen.

27 English History to 1688 (3). Prehistoric and Roman Britain; Dark Age and Medieval England; Reformation, founding of the Colonies, revolutions scientific and political. An introductory survey for freshmen and sophomores. Fall. Staff.

28 English History Since 1688 (3). A general survey emphasizing the social, economic, political, and intellectual development of modern English society. Spring. Soloway.

30 Russian History to 1861 (3). The major themes of this survey are: the development of the unified, centralized state, the growth of serfdom, and the origins of the Russian revolutionary movement. Fall. Griffiths, Brooks.

31 History of Russia from 1861 to the Present (3). This survey of modern Russia analyzes the abolition of serfdom, the Russian revolutions, continuity and change, the pre- and postrevolutionary periods, and the relationship between Russia and the West in the last century. Spring. Brooks, Griffiths.

33 Traditional East Asia (3). Comparative and interdisciplinary introduction to the major political, social, and cultural traditions of China and Japan before their societies were disrupted in the nineteenth century by Western intrusion. Fall. Kessler, Fletcher.

34 Modern East Asia (3). Comparative and interdisciplinary introduction to China and Japan in the nineteenth and twentieth centuries, focusing on impact of the West, nation-building, industrialization, and evolution of mass society. Spring. Fletcher, Kessler.

36 Introduction to Islamic Civilization *(Religious Studies 25)* (3). A broad, comprehensive, and interdisciplinary introduction to the traditional civilization of the Muslim world. Fall. Shields.

37 Later Islamic Civilization and the Modern Muslim World *(Religious Studies 26)* (3). A broad interdisciplinary survey of the later Islamic empires since the fifteenth century and their successor societies in the modern Muslim world. Spring. Shields.

38 History of Africa I (3). A survey of the history of African civilizations up to the mid-nineteenth century. Stress on political and economic innovation of African societies prior to the Colonial period. Fall. Newbury.

39 History of Africa II (3). The resistance to conquest, impact of colonial policies on social and economic processes in African societies and the growth of nationalism prior to independence. Spring. Newbury.

41 History of Africans in the Americans through Emancipation (3). A survey of the pre-emancipation history of the peoples of African descent in Latin America and the Carribean with some attention to developments in North America. Fall. Palmer.

42 History of Africans in the Americas since Emancipation (3). A survey of the history of blacks since the end of slavery in Latin America and the Carribean with some attention to developments in North America. Spring. Palmer.

51 History of the Ancient Near East (3). From Prehistory through the Persian Empire; chronological framework, with emphasis on economic, social, religious, and other cultural matters. Fall. Staff.

52 History of Greece (3). A survey of Greek history and culture from the Bronze Age to the Hellenistic period. Spring. McCoy.

53 History of Rome (3). Origins to the first two centuries A.D. Focuses upon Rome's growth as a world power and the shift from republican government to autocracy. Fall or spring. Talbert.

54 Cathedral and Castle in Medieval England (3). An approach to the middle ages through the architectural masterpieces of medieval England. Fall. (Alternate years.) Pfaff.

56 Manor to Machine: The Economic Shaping of Europe (3). From agriculture to industry, Europe's march to industrialization. Survey from the medieval manor through revival of trade, rise of towns, credit and capitalism, overseas expansion and mercantilism to the Industrial Revolution. Spring. Bullard.

57 Seventeenth Century Age of Genius: Western Man at the Watershed (3). Examining European thought in the seventeenth century, the course considers such problems as authority vs. free inquiry; scepticism vs. dogmatism; toleration; the religious self; political community; Biblical criticism. Spring. Headley.

58 Women in Europe Before 1750 *(Women's Studies 58)* (3). The female experience in preindustrial Europe (from Ancient Greece to the Industrial Revolution). Fall. (Alternate years.) J. Bennett, Harris.

59 Women in Europe Since 1750 *(Women's Studies 59)* (3). The impact of industrialization on woman's work, her position in the family, her role and social status during the 19th and 20th centuries. Spring. (Alternate years.) J. Bennett, Harris.

60 Eastern Europe Since 1815 (3). A study in the emergence of nations of Eastern Europe, their internal development, mutual conflicts, and struggle for independence. Fall. Anderle.

61 Women in Russian and Soviet History, 1860 - Present (3). This course traces the development of the woman question in tsarist Russia, how the Soviet regime affected women's lives, and how women's experiences compare to the Party's claim of equality. Spring, summer. Raleigh, staff.

62 Women in American History *(Women's Studies 62)* (3). Women's roles and contributions from the colonial period to the present. Themes include the family and sexuality, the impact of industrialization, reform movements, and difference of race, class, and region. Fall or spring. Hall.

63 History of Sea Power *(Peace, War, and Defense 63)* (3). The influence of seapower on international affairs will be surveyed from ancient times to the present. Emphasis on U.S. Naval History and its interaction with diplomacy, economics, and technology. Fall or spring. Staff.

64 History of American Business (3). A survey of the rise and development of the major financial, commercial, manufacturing, and transportation enterprises which transformed the United States from an agricultural into a leading industrial nation. Spring. Coclanis.

65 The Worker and American Life (3). From the experience of colonial artisans to contemporary factory and office workers, organized and unorganized, this course examines the effect of the industrial revolution on the American social and political landscape. Spring. Fink.

65A Labor in the New South (3). This course explores the experience of Southern workers of diverse age, sex, race, and skill from Reconstruction through World War II with attention to work, family and community life. Fall. Hunter.

***66 North Carolina History Before 1865** (3). The history of North Carolina from the original Indian cultures to the end of the Civil War. Important topics include colonization, the American Revolution, evangelical religion, slavery, economic and political reform, the rise of sectionalism, and the Civil War. Fall. Leloudis, Watson.

***67 North Carolina History Since 1865** (3). The history of North Carolina from the end of the Civil War to the present. Important topics include Reconstruction, agrarian protests, disfranchisement and segregation, industrialization and workers' experience, the civil rights movement, and twentieth- century politics. Spring. Leloudis, Watson.

68 Military History of the United States to 1903 *(PWAD 76)* (3). The American military experience from colonial times to the early 20th century. Major themes include the problem of security, the development of military policies and institutions, and the way in which the country waged and experienced war. Fall. Kohn.

69 Military History of the United States from 1903 to Present *(PWAD 77)* (3). Survey of America's military experience in the 20th century, focusing on national security policy, military institutions, World Wars I and II, the Cold War, the Korean and Vietnam Wars, and recent interventions. Spring. Kohn.

72A History of Native Americans (3). A survey of Native American cultures of North America from the earliest times to the present with a focus on the period after 1500. Fall, spring.

72B History of Native Americans in the Southeast (3). An examination of selected topics concerning the most significant Native American cultures and tribes in the Southeastern United States from the earliest times to the present. Fall, spring.

73 The Urban World in the Twentieth Century: A Comparative Perspective (3). A comparative survey of twentieth-century cities, stressing the process of urbanization and the role of the city in history. Fall. Lotchin.

74 The American West, 1800 to the Present (3). A survey and interpretation of the American West in the 19th and 20th centuries, emphasizing the special role of the West in the evolution of American history and the development of contemporary American society. Fall. Lotchin.

75 American History 1865 to the Present (3). Prerequisite, juniors and seniors only. A survey of those major political, social, and economic problems and developments from Reconstruction onwards essential to an understanding of the shaping of the American nation. (Credit for History 75 is not allowed if credit has been received for either History 8H or History 22.) Fall and spring. Staff.

77 The Middle East in the Modern Era (3). A political, economic, social, and cultural history of the Middle East in the nineteenth and twentieth centuries. Fall. Shields.

78 The Trans-Atlantic Slave Trade (3). Slavery in select African communities, economic and political foundations of the trans-Atlantic slave trade, and its impact on African and New World societies. Fall. H. Bennett, Newbury.

79 History of South Africa (3). Historical development of a plural society from 1600 to the present. with attention to various traditions of historiography which have developed concerning South African history. Spring. Newbury.

80 Women and Gender in Latin American History *(WMST 80)* (3). Examines the experiences of women and gender relations in Latin American societies from pre-Columbian times to the present, providing a new perspective on the region's historical development. Spring. Chambers. (B.A. level Non-Western perspective.)

81 Revolutionary Change in Latin America (3). Comparative approach to the question of continuity and social change. Case studies include: Mexico, Cuba under Castro, Chile under Allende, and Central America. Emphasis given to the quest for economic development and political stability, and to revolutionary ideologies. Spring. (Alternate years.) Staff.

82 An Introduction to the Society and Culture of Latin America: History, Literature, and Cinema *(Lat. Amer. Studies 79)* (4). An introduction to the society and culture of Latin America through history, literature, and film. Fall. Chasteen.

83 Origins of the Chinese Revolution (3). The struggle for revolutionary change in China from the turn of the century to the establishment of the People's Republic in 1949. Fall. Kessler.

84 Revolutionary Change in Contemporary China (3). Political and economic reconstruction in China since 1949, the transition to a post-Mao order, and life and society in China today. Spring. Kessler.

86 Thought and Society in Japan (3). Topical approach to the intellectual and social history of Japan. Topics include: the role of the family and women, keys to economic growth, development of antimodernism, search for Japanese values. Spring. Fletcher.

97 Imperial Japan: From "Revolution to World War" (3). This course studies Japanese feudalism, the Meiji "revolution," modernization, the formation of Japan's empire, the beginnings of Japanese democracy, and the coming of the Pacific War. Fall. Fletcher.

88 Japan Since 1945: The Fragile Superpower (3). Examines Japan's recovery from defeat in World War II to rise again as a major power. Topics include: the American occupation, Japanese democracy, economic recovery, changes in social values, and foreign relations. Spring. Fletcher.

89 Peace and War *(Peace, War, and Defense 78)* (3). The emphasis will be historical, with conceptual tools from other disciplines used when appropriate. Theoretical explanations, militarism, the international system, internal order, and the search for peace will be examined. Spring. Brooks.

90 Topics in History (3). The subject matter of the courses will vary with the instructor and topic. Each course will concern itself with a study in depth of some problem in history. Permission must be received from the Undergraduate Secretary in HM 556 to register for the course, and the course is in general limited to 15 students. Both semesters. Staff.

91 Independent Studies in History (3). Permission required. For the history major who wishes to create and pursue an historical project under supervision of selected instructor. Course is limited to 3 credit hours per semester. Fall and spring. Staff.

92A The Culture of the Ancient Near East *(Religious Studies 20)* (3). Fall. Sasson.

92B The History of Religion in America *(Religious Studies 29)* (3). Spring. Wacker.

92C History and Culture of Ancient Israel *(Religious Studies 56)*. Spring. Van Seters.

92D Religion in Colonial Society *(Religion 71)* (3). Spring. Wacker.

93 Contemporary German Studies: An Interdisciplinary Seminar *(German 90, Political Science 51)* (3). See German 90 for description.

94A Myth and History (3). Myths and legends are the stuff of history. An interdisciplinary Capstone course treating topics such as Alexander the Great and George Washington as mytho-historical heroes; the Holy Grail; and uses of myth in the modern world. Fall or spring. (Alternate years.) Bullard.

94D Interdisciplinary Seminar in Renaissance Studies *(Romance Languages 94A and Comparative Literature 94A)* (3). An interdisciplinary, thematic study of Renaissance (14th, 15th, and 16th centuries) letters, art, historic movements in Europe. Fall or spring. Headley, Masters.

94E Revolution in Modern East Asia (3). Non-Western in focus and analytic and comparative in approach, this course deals with the revolutions that have defined the national life of Japan, China, Vietnam, and the Philippines. Fall or spring. (Alternate years.) Hunt.

95 Topics in Comparative History (3). Each section of this course is taught jointly by two faculty. The subject matter varies with the instructors and the topic but by definition comparative analysis forms a central feature. Fall, spring. History faculty.

96 An Introduction to History As a Discipline (3). This course integrates an introduction to approaches for studying history, an introduction to research methods, and intensive work in the skills of oral expression, reading critically, and writing. Staff.

98AB Honors in History (3 each). Permission of the instructor required. Introduction to the methods of historical research, designed to lead to the completion of an Honors essay. 98a - Fall; 98b - Spring. Griffiths.

101 Alexander (3). The rise of Macedonia; the careers of Philip II and Alexander; and the emerging Hellenistic Age. Fall or spring. McCoy.

102A Ancient Greek Warfare *(PWAD 106)* (3). War and the warrior in the archaic and classical Greek world, 7th - 4th centuries B.C. Fall or spring. McCoy.

102B Ancient Greek Society and Culture (3). Topical approach to the social and cultural history of the ancient Greek city states, c. 800 - 336 B.C. History 52 strongly recommended. Fall, spring. McCoy.

103 Roman History, 154 B.C. - 14 A.D. (3). Explores the transformation from Republic to Principate. Conducted in considerable part by student reports and classroom discussions. Fall or spring. Talbert.

104A The Early Roman Empire, 14 A.D. - 193 A.D. (3). Focuses upon administrative, social, and economic themes. Conducted in considerable part by student reports and classroom discussions. Fall or spring. Talbert.

104B The Later Roman Empire, 193 A.D. - 378 A.D. (3). Focuses upon administrative, social, and economic themes. Conducted in considerable part by student reports and classroom discussions. Fall or spring. Talbert.

105 Greek and Roman Historical Literature *(Classics 109)* (3). The study in English translation of selections from Herodotus, Thucydides, Livy, Tacitus, and others with consideration of their literary qualities and their readability as historians. Fall. (Alternate years.) McCoy.

106 The Medieval Church *(Religious Studies 106)* (3). The nature and workings of the Western church between roughly 600 and 1300. Emphasis on the church "from within"; organization, missionary strategies, liturgy, monasticism, popular religion. Spring. (Alternate years.) Pfaff.

107 Europe in Early Middle Ages (3). A survey of the Mediterranean World and northern Europe from the Later Roman Empire until the end of the ninth century. Fall. (Alternate years.) Behrends.

108 Europe in the Middle Ages, 900 - 1300 (3). A survey of the political and institutional development of primarily Western Europe from late Carolingian times to the end of the thirteenth century. Fall. Behrends.

109 Medieval Thought and Learning (3). A survey of the educational traditions and major (Latin) writers in Western Europe from late Roman times through the thirteenth century. Fall. (Alternate years.) Behrends.

110 The Medieval University (3). The origins and development of the university during the period 1100 - 1400; types of organization, curricula and degrees, intellectual life, town-gown and student-master relationships. Spring. (Alternate years.) McVaugh.

112 The Renaissance (3). Italy, birthplace of the Renaissance, 1300 - 1550. A study of the people, culture, and intellectual achievements of the Italian Renaissance with emphasis on the interaction between culture and society. Fall. Bullard.

113 Mediterranean Societies and Economics in the Renaissance World (3). A picture of Mediterranean social and economic life 1300 - 1600, with special focus on rural and urban society, family structure, patronage, work and wages, public and private finance. Spring. Bullard.

114 The Reformation *(Religious Studies 134)* (3). Examines a movement of religious reform that shattered Latin Christendom and contributed many of the conditions of early Modern Europe. Emphases: religious, political, social. Spring. Headley.

115 Europe in the Seventeenth Century (3). The century marks the watershed in European development. Emphases: statecraft, the emerging state-system, the new scientific world-view, the impact upon European society. Spring. (Alternate years.) Headley.

116 Europe under the Old Regime, 1715 - 1787 (3). The aristocratic Old Regime societies in confrontation with the modernizing forces of royal absolutism, Enlightenment ideology, and economic change. Spring. Smith.

117 The French Revolution, 1787 - 1815 (3). Collapse of the old regime, crisis of 1789, the first and second revolutions, the Terror in theory and practice, Thermidorean reaction, Directory, Napoleon and Napoleonic France, Revolutionary and Napoleonic imperialism. Spring. Smith.

118 Europe, 1871 - 1918 (3). Emphasizes the disintegration of Europe, culminating in the First World War and the fall of the continental empires. Fall or spring. (Alternate years). Staff.

119 Europe Since 1918 (3). The main currents in European history since the First World War. Special attention will be given to the interaction between national and international events and developments and to the emergence of the European Communities. Fall. Weinberg.

120A France in the Age of Monarchy (3). A survey of French history from the later middle ages to the French Revolution of 1789. Fall, summer. Smith.

120B France from 1787 to 1870 (3). The French people from the era of the Revolution to the Commune; cultural and social sources of political instability, the revolutionary tradition, liberal and conservative movements, industrialization. Fall. Reid.

121 France Since 1870 (3). French society and culture from the Paris Commune of 1871 to the student revolt of May 1968. Fall or spring. (Alternate years.) Reid.

122 Germany, 1815 - 1918 (3). The nature of Prussian society, the rivalry between Prussia and Austria for the command of German affairs, and the quality of Prussian leadership in the German Empire of 1871. Fall. (Alternate years.) Jarausch.

123 History of Germany Since 1918 (3). Politics and culture in the Weimar Republic, Nazi totalitarianism, and the reshaping of East and West Germany since World War II. Spring. Weinberg.

124 History of Spain (3). A survey of Spanish history from the Islamic invasion to Napoleon. Particular attention will be given to the period of the Habsburgs, 1516 - 1700. Spring. (Alternate years.) Headley.

125 Intellectual History of Europe, Early Period (3). The course examines the gradual erosion of and criticism within the classical Christian tradition that led to the emergence of a new mentality by the end of the seventeenth century. Two lectures, one discussion per week. Fall. Headley.

126 Modern European Intellectual History (3). The main developments in European thought from the Enlightenment to the twentieth century, with some attention to social context. Readings include Voltaire, Rousseau, Hegel, Marx, Toqueville, Mill, Flaubert, Nietzsche, Freud. Spring. Kramer.

127A Society and Family in Early Modern Europe (3). A survey of changes in urban and rural social structures, family life, courtship practices, sexual behavior, and the relations between the economy and population that occurred in preindustrial Europe. Spring. McIntosh.

127B War and Society in Early Modern Europe *(PWAD 127B)* (3). A critical examination, from the Renaissance to the eve of the French Revolution, of the changes in European land and naval warfare and their impact on society and government. Fall, spring. McIntosh.

127C The Origins of European Industrialization, 1650 - 1830 (3). A critical examination of Europe's economic and social history, focusing on the complex changes and developments that culminated in the industrialization of selective regions in England and on the continent. Spring. McIntosh.

128 European Social History, 1815 - 1970 (3). The social transformation of Europe from agrarian through postindustrial society, discussing population growth, family history, spread of education, class structure, social conflict, group ideologies, and mass politics, as well as every day lives and popular lifestyles. Fall. (Alternate years). Jarausch.

129 The Scientific Revolution (3). Traces the creation of scientific thought 1500 - 1700, from Leonardo to Newton, examining the various strands - Greek science, art, engineering, experimentation, occultism, etc. - woven into it. Fall. McVaugh.

130 History of Science from Newton to Einstein (3). A survey of the development since 1700 of the various branches of physical and biological science, culminating in the twentieth-century revolution in physics. Spring. McVaugh.

131 Origins of Medicine (3). Surveys the growth of Western medical knowledge and the changing demands on physicians and patients from Hippocrates to the beginnings of scientific medicine. Fall. [BA Western Historical Perspective] McVaugh.

132 Science and Thought in the Twentieth Century (3). A survey of twentieth-century intellectual history broadly conceived, including revolutionary developments in modern science. Spring. McVaugh.

133 English Economy and Society, 1200 - 1700 (3). Examines critical issues in the development of English society and economy in the centuries before industrialization. Spring. J. Bennett.

134 Medieval England (3). A consideration of England's origins, unification, and development as a national monarchy. Primary emphasis is on political, ecclesiastical, and cultural aspects. Spring. Pfaff.

135 Tudor and Stuart England, 1485 - 1660 (3). A lecture course, open to juniors, seniors, and graduate students. Fall.

136 England in the Eighteenth Century, 1660 - 1815 (3). A lecture course, open to juniors, seniors, and graduate students. Spring.

137 Great Britain in the Nineteenth Century, 1815 - 1901 (3). Emphasizes the social and economic foundations of the political, intellectual, religious, and cultural history of Victorian Britain. Fall. Soloway.

138 Great Britain in the Twentieth Century (3). Explores the economic and social foundations of British political, intellectual, and cultural history from 1901 to the present. Spring. Soloway.

139 The British Empire 1485 - 1857 (3). An interdisciplinary approach to such problems as the reasons for expansion, cultural contact in an imperial situation, founding of new societies, institutional transfer, and constitutional change. Fall.

140 The British Empire and Commonwealth, 1857 to the Present (3). An interdisciplinary approach to such problems as the "new imperialism," the scramble for Africa, the impact of war on empire, the development of colonial nationalism, and the coming of independence. Spring.

141 History of International Relations, 1870 - 1919 *(PWAD 140)* (3). Examines the interaction of European alliances, the impact of imperialism on international politics, the outbreak of World War I, and the diplomacy and peacemaking of that war. Fall. (Alternate years.)

142 History of International Relations, 1919 to Present *(PWAD 142)* (3). A study of the "new diplomacy," totalitarian foreign policy in the 1930s, the diplomacy of World War II, the Cold War, and the re-emergence of the multipolar balance of power. Spring. (Alternate years.)

143 History of Socialist Thought (3). An examination of the origins and development of Marxist ideas, and their application to specific historical conditions: in Germany, Russia, China, Algeria, Cuba, and modern industrial society. Spring. Griffiths.

144 The History of the Second World War *(PWAD 145)* (3). Origins, course, and effects of World War II, including all theaters, the impact at home, the Holocaust, the role of intelligence, and new technologies like radar, jets, and atomic bombs. Spring. Weinberg.

145 The American Colonial Experience (3). Major topics: European reconnaissance; founding of new societies; character and structure of institutions; thought and feeling from Cotton to Franklin; privilege and cost of empire. Fall. Nelson. Higginbotham.

146 Revolution and Nation-Making in America, 1763 - 1815 *(PWAD 146)* (3). Major topics: constitutional conflict in the British empire; independence and war; Confederation and Constitution; growth of political parties and nationality in a period of domestic change and international conflict. Spring. Higginbotham, Nelson.

147 Jacksonian America, 1815 - 1848 (3). The society and politics of the United States during the period dominated by President Andrew Jackson. Topics include economic development, the expansion of slavery, religion and reform, the changing roles of women, and the political movements associated with "Jacksonian democracy." Fall. Watson.

148 Civil War and Reconstruction, 1848 - 1900 (3). Focus is on causes, nature, and consequences of the Civil War. Fall. Barney.

149 U. S. Gilded Age/Progressive Era, 1877-1920 (3). Examines U. S. history around the turn of the century, concentrating on theme of "the price of progress." America's rise as an industrial and world power is explored against the background of intense political and cultural conflict. Spring. Fink.

150 United States History Since 1932 (3). Diverse developments as interpreted within the framework of certain broad and open-ended themes: particularly, individual freedom, social welfare, mass culture, and community. Fall and spring. Filene, Leuchtenberg.

152 U.S. Foreign Relations, 1914 to Present *(PWAD 152)* (3). A general survey of the emergence of the U.S. as a superpower with global rather than merely continental or hemispheric responsibilities. Spring. Hunt.

153 The Vietnam War *(PWAD 117)* (3). A wider-ranging exploration of America's longest war—from nineteenth-century origins to 1990s legacies, from village battlegrounds to the Cold War context, from national leadership to popular participation and impact. Fall. Hunt.

154 Intellectual and Cultural History of the United States, 1630 - 1860 (3). A survey of early American philosophical, religious, social, political, and esthetic thought, with an emphasis on leading figures and movements from Puritanism to Romanticism. Fall. Capper.

155 Intellectual and Cultural History of the United States, 1860 to Present (3). This course deals with the changes and continuities in the American character, mind, and society over the past century. Spring.

156 Popular Culture and American History (3). Study of the popular arts and entertainments of the 19th and 20th centuries and the ways in which they illuminate the values, assumptions, aspirations, and fears of American society. Fall or spring. (Alternate years.) Kasson.

157 American Constitutional History to 1876 (3). In a classroom environment characterized by discussion, simulation, and interaction, the antecedents, formation, and interpretation of the Constitution are confronted in a broad historical matrix. Fall. Semonche.

158 American Constitutional History Since 1876 (3). Using a classroom environment similar to 147, constitutional adjustments and change are related to psychological, political, social and economic factors, and to Supreme Court members. Spring. Semonche.

159 Public Religion in U.S. History *(Religious Studies 159)* (3). Prerequisite, Introductory History or Religious Studies course. A study of public religion in U.S. history including the relations of religion and government, the idea of American exceptionalism and destiny, the role of religious movements. Fall. Mathews.

160 United States Women and Religion *(Women's Studies 160)* (3). Prerequisites are introductory courses in religious or women's studies or U.S. history. An interdisciplinary consideration of women's roles, behavior, and ideas in the religious life of America from 1626 to 1982. Spring. Mathews.

161 Technology and American Culture (3). Technology's impact on American thought and society and the response it has engendered. Topics will include: the factory town; search for utopia; impact of Henry Ford; war and depersonalization. Fall or spring. (Alternate years.) Kasson.

162 The Promise of Urbanization: American Cities in the Nineteenth and Twentieth Centuries (3). A survey of the development of American cities since 1815 and their influence upon American history. Spring. Lotchin.

163 The Old South (3). Economic, cultural, and social history of the antebellum South. The region's political history will serve as a supporting part of the study. Spring. Williamson.

164 The South Since Reconstruction (3). A survey of the South during the past 100 years, covering developments in politics, economics, culture, and society. Course begins at the end of Reconstruction. Fall. Hunter.

165 History of Afro-Americans to 1865 (3). Survey of Afro-American history from origins to abolition of slavery. Examination of role of Blacks in U.S. history to 1865. Focus on unique subculture of Afro-Americans. Fall. McNeil.

166 History of Afro-Americans, 1865 to Present (3). Examination of role of Blacks in U.S. history after 1865. Focus on Black subculture. Analysis of theories about the Black experience in America. Spring. McNeil.

167 White Culture and Race Relations in the South (3). This course describes and analyzes the evolution of southern white culture with emphasis on the years since 1831. It describes Southern white culture as the result of the black presence. Fall and spring. Williamson.

168 Women in the South *(Women's Studies 168)* (3). An exploration of the distinctive themes in southern women's lives, using the evidence of history and literature. Spring. Hall.

169 Women and Public Policy in 20th-Century America *(Women's Studies 169)* (3). How gender- based cultural attitudes and social roles, collective action, social and economic change interacted to shape public policy with respect to work, family, and legal rights. Fall or spring. (Alternate years).

170 Introduction to Oral History *(Folklore 174)* (3). Introduces students to the uses of interviews in historical research. Questions of ethics, interpretation, and the construction of memory will be explored, and interviewing skills will be developed through field work. Fall. Hall.

171 Religious History of the South (3). An historical analysis of the religious life of Southerners from the Great Awakening to the present with an emphasis on how religion, social institutions, and cultural practices interact. History 21 or 22 or Religious Studies 29 recommended. Spring. Mathews.

172 Medicine and Society in America (3). A survey of major developments in the history of American medicine. Emphasis will be placed upon setting the practice of medicine as well as the experience of health and disease into broad social, cultural, and political contexts. Spring.

174 Pre-Columbian and Colonial Mexico (3). Examines pre-Columbian Indian civilizations, the Spanish conquest, colonial society, the rise of nationalism, and the achievement of political independence. Fall. Palmer.

175 History of Mexico Since Independence (3). Topical approach to the history of modern Mexico, from the wars of independence to the present. Emphasis is placed upon broad socioeconomic and political trends, particularly the success or failure of the Revolution of 1910. Fall. Staff.

176 Inter-American Relations (3). Political, diplomatic, and economic relations in the Western Hemisphere from the independence of Latin America to the present. Special consideration to the concept of informal empire, power relationships, and policy formulation. Spring. (Alternate years.) Staff.

177 History of Brazil (3). This course is concerned primarily with the creation of a new society through race mixture and culture change, and with the political and economic development of Brazil. Fall or spring. (Alternate years.) Chasteen.

178 The Development of Latin American Society (3). Prerequisite, some contact with Latin America through courses or personal experience. Selected aspects of Latin American social history, such as race relations, land tenure, labor systems, violence, and social upheaval. Spring. (Alternate years.) Chambers.

180 Slavery in the New World (3). A comparative approach to the institution of slavery in North America, Latin America, and the Caribbean. Fall. Palmer.

181 Intellectual History of Blacks in the Americas (3). Examines black writers in the Americas since 1829, especially in North America and the Carribean. Emphasizes the ideas of such individuals as Dubois, Garvey, Fanon, James, Guillen, Rodney, and Cesaire. Spring. Palmer.

183 Russia from Ivan the Terrible to Peter the Great (3). The evolution of a distinctive Muscovite society and culture. Territorial expansion; the rise of autocracy, serfdom, and the compulsory service-state; popular rebellions and the church schism; relations with the West. Spring.

184 Russia and the West in the Eighteenth Century (3). A comparative approach. Centering on Russia's contacts with the West, the resulting interaction, and the efforts of Russians to define the unique nature of their own society. Spring. (Alternate years.) Griffiths.

185 Russia, 1796 - 1917 (3). The diplomatic, military, and ideological confrontations with the West; the decline and fall of the Russian autocracy; the evolution of reform thought and revolutionary opposition. Spring. Brooks.

186A Revolution in Russia, 1900 - 1930 (3). A close study of Russia's age of revolution from the reign of the last tsar to the turbulent Stalin Revolution of 1929, with emphasis on the revolutions of 1917. Fall. Raleigh.

186B History of the Soviet Union, 1929 - present (3). An in-depth examination of Soviet social and political history from 1929 to the present. Spring. Raleigh.

187 Intellectual History of Imperial Russia (3). Interpretive lectures examine the most significant ideas and personalities and major social trends in modern Russia, emphasizing the decline of serfdom, growth of capitalism (and Marxism), and the impact of the West on Russia. Fall. Brooks.

188 The Rise and Fall of the Habsburg Empire, 1526 - 1918 (3). A study of the development of this multinational empire, its special role in the fortunes of Central Europe, and its demise under the impact of modern nationalism and great power conflicts. On demand. Anderle.

189 History of Czechoslovakia (3). A case study of a small nation in the world of superpowers. On demand. Anderle.

190 East Europe Since World War II (3). An examination of the countries of Eastern Europe, their origins and development since World War II, their cohesion and conflict. Fall. Anderle.

193 Resistance Movements and Nationalism in Africa (3). An attempt to define the features of various movements in Africa during the nineteenth and twentieth centuries which sought to resist foreign domination in the cultural and political spheres. Spring. Newbury.

194A African Peasants in Historical Perspective (3). Through case studies and readings on theory, this course, considers the factors of change in peasant societies in Africa: ecology, agrarian traditions, gender relations, colonial policy, capitalism, and peasant initiatives. Newbury.

194B Christianity in Africa: Priests, Pastors, and Preachers (3). This course analyzes the historical impact of missions on African societies, the redefinition of missionary practices by African Christians, and the development and varieties of Independent Christian churches in Africa. Newbury.

195A Women in the Middle East (3). Explores the lives of women in the Middle East and how they have changed over time. Focus will change each year. Spring. Shields.

196 Revolution in the Modern Middle East (3). This course will focus on revolutionary change in the Middle East during the last century, emphasizing internal social, economic, and political conditions as well as international contexts. Shields.

197 Traditional China (3). Examines imperial China emphasizing socioeconomic and cultural institutions and developments. While various periods are discussed, course focuses mainly on Qing dynasty (1644-1911). Spring. Kessler.

199A Teaching American History: Materials and Inquiry (3). This course, aimed at education majors and MAT candidates, explores diverse teaching strategies in addressing selected problems in American history; both documentary sources and varied classroom approaches are stressed. Summer. Filene.

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*Graduate students can participate in History 66 or History 67 by first consulting with the instructor and then enrolling in History 299.

[1] Some examples of thematic concentrations would be: Revolution (four to six courses from History 81, 84, 103, 114, 117, 135, 146, 180, 186A, or 186B); the City (four to six courses from 73, 101, 103, 162, 112, or 179); International Relations (four to six courses from 63, 87, 89, 115, 118, 119, 132, 139, 140, 143, 152, or 176). These examples should be treated as examples only, and students should see their departmental advisers to discuss other thematic field possibilities.

Curriculum in Industrial Relations

Howard Aldrich, *Chair*

The Curriculum in Industrial Relations is an interdisciplinary, undergraduate program leading to the degree of Bachelor of Arts in Industrial Relations. The curriculum provides background orientation and useful general knowledge about the modern workplace and its institutional environment. The term "industrial relations," in its broadest sense, encompasses all aspects of employer-employee relations. Students are introduced to this field through the study of the economics of labor relations, industrial and organizational sociology, social psychology, and the history of business and labor. General College requirements in statistics, calculus, and American History provide students with a solid foundation for these interdisciplinary studies.

Given its focus on the institutional context and inner workings of organizations, the Industrial Relations Curriculum prepares students for a variety of entry- level positions in private or public sector organizations. Students who want to specialize in human resource management should seek further training in graduate or professional school.

Bachelor of Arts in Industrial Relations

For students entering the major as first- semester juniors in fall 1985 or later, the following requirements apply:

General College: All General College requirements must be met. Specific courses that must be taken, and that can be used to fulfill General College Requirements, include: Economics 10 (with a grade of C or higher), History 22, Mathematics 22 or 31, Psychology 10, and Sociology 10. In addition, students are required to complete one statistics course (chosen from Economics 70, Psychology 30, Sociology 52, or Business 24) and one course in social psychology (Sociology 12 or Psychology 33; Psychology 33 can also be used to satisfy the Arts and Sciences Social Sciences perspective).

Core Requirements: The Core consists of nine courses (27 hours) grouped into four areas. Students must earn at least 18 hours of C or better in the Core. Note: Some of these courses have prerequisites; students should consult departmental listings.

A. Economics Prerequisite. All students must complete Economics 100 by the end of their junior year.
B. Employer-Employee Relations (two courses required). One course must be taken from each of the following two subareas:
  1. Human Resource Management: Sociology 31 or Psychology 148
  2. Social Interaction: Sociology 143; Psychology 119, 186, 187, or 188 or Speech 55 or 185
C. Human Resources and Work (two courses required):
  Economics 190
  Sociology 127
D. The Institutional Context of Work (four courses required):
  1. Economics 145
  2. Sociology 110
  3. Two courses chosen from the following five offerings: either Economics 135 or History 64; either Economics 193 or History 65; Sociology 115

Program for Honors Work

A student may, as a result of distinguished work, be awarded a degree with Honors or Highest Honors. This requires completion of a Senior Honors Thesis. Interested students should contact the Industrial Relations office for further information. Honors Students should enroll in the following two courses. INDR 98 will satisfy one of the course requirements in 4c above.

INDR 98 Honors Course (3). Directed independent research under the supervision of a faculty adviser who teaches in the Industrial Relations Curriculum. Staff.

INDR 99 Honors Course (3). Prerequisite, INDR 98. Preparation of an honors thesis and an oral examination on the thesis. Staff.

Curriculum in International Studies

Craig Calhoun, *Chair*
Marilyn Scott, John Florin, *Advisers*

Globalization of the economy, cross-cultural relations, world-wide media, ecological crises and political transformations are all making international studies more important today. The Curriculum in International Studies offers an interdisciplinary program of study focusing on these and many other issues. It draws on courses throughout the social sciences, and offers students the chance to concentrate on any area of the world or on issues of global significance.

Courses deal with topics as diverse as the relations of the United States to other countries around the world; peoples and cultures of Latin America, Africa, or Asia; international economics; European politics; human rights; and problems of poverty in the Third World.

Students prepare for careers in business, diplomacy, international aid and economic development, and other forms of public service. The INTS major is also excellent preparation for graduate school in one of the social sciences, professions such as law, business, journalism, or in international affairs and area studies. About 250 juniors and seniors major in International Studies.

Bachelor of Arts with a Major in International Studies

International Studies majors must complete all requirements of the General College. In addition, they must show proficiency in one modern foreign language at the sixth semester level, or in one at the fourth and another at the second semester level.

International Studies majors must complete at least ten upper division courses in the social sciences and relevant humanities; these must include courses in at least three social science disciplines. Six of these courses must concentrate on one of:

A. a socio-geographic or cultural area (e.g. East Asia, Europe, Africa, Latin America),
B. a combination of two or more areas (e.g. the Hispanic world, the Third World), or
C. a global issue which crosses specific areas (e.g. economic development, ecological problems, population dynamics). All such concentrations must be approved by the curriculum through its appointed advisers.

In addition, INTS majors must complete at least five courses in one social science discipline. These five courses may overlap with those in the student's area or issue concentration. They must, however, follow specific guidelines set by the curriculum in consultation with the various departments and be periodically reviewed.

No courses fulfilling major requirements may be taken pass/fail.

Recommendations: In addition to fulfilling requirements, the curriculum recommends that INTS students take INTS 77 (Global Issues) and continue study of a foreign language to a level of near fluency. All INTS students should also try to include a study abroad program in their undergraduate education, preferably in their sophomore or junior years.

Honors: Students who wish to submit a thesis for honors in International Studies should enroll in INTS 90 and 91 as two of their ten required courses. Consent of the curriculum adviser is required.

77 Global Issues (3). An interdisciplinary approach to studying the origins, current dilemmas, and future trends of major issues confronting the global community, such as energy and resource depletion, food and population, war, nuclear arms, economic interdependence and international inequality. Fall and spring. Calhoun, staff.

80 Social Theory and Cultural Diversity *(SOCI 80, COMM 80)* (3). An exploration of the ways in which cultural diversity has posed issues for and been addressed by different versions of social theory in both international and American contexts. Staff.

90 Honors in International Studies (3). Directed independent research leading to the preparation of an honors thesis. Fall and spring. Staff.

91 Honors in International Studies (3). Preparation of an honors thesis and an oral examination of the thesis. Fall and spring. Staff.

92 Current Topics in International Studies (Var.). An interdisciplinary approach to the study of the background, current status, and future prospects for one of a series of global issues, such as the nuclear age, the environment, technological transition. Spring.

93 Great Decisions (1). Eight evening guest lectures, with a discussion session after each, on eight issues in current foreign policy. May be taken more than once, but not concurrently with Poli. Sci. 89. Spring. Ulin, staff.

99 Independent Study (Var.) Reading and research on special topics in international studies. Permission of instructor and adviser required.

Latin

(See Classics)

Latin American Studies

The Field

Lars Schoultz, Kenan Professor of Political Science, *Director.* *Advisory Board:* Professors Richard Bilsborrow (Biostatistics/Carolina Population Center), Lucia Binotti (Romance Languages), Donald Brockington (Anthropology), Sara Chambers (History), John Chasteen (History), Fred Clark (Romance Languages), Richard Cole (Journalism and Mass Communication), Patrick Conway (Economics), Richard Elam (Radio, TV and Motion Pictures), Alfred Field (Economics), Kaja Finkler (Anthropology), William Glaze (Environmental Sciences), Christopher Goertzen (Music), Jonathan Hartlyn (Political Science), Audrey Heining-Boynton (Education), Evelyne Huber (Political Science), William Ilgen (Latin American Bibliographer), C L Kendall (Business), Dana Loomis (Public Health/ Epidemiology), Colin Palmer (History), William Peck (Religious Studies), Rosa Perelmuter (Romance Languages/Spanish), Mónica Rector (Romance Languages), Seth Reice (Ecology), Alicia Rivero-Potter (Romance Languages), Maria Salgado (Romance Languages), Robert Stevenson (Journalism and Mass Communication), Adam Versenyi (Dramatic Art), David Whisnant (English/American Studies/Folklore), Thomas Whitmore (Geography), Bruce Winterhalder (Anthropology), Cecilia Zapata (Maternal and Child Health). Professors emeriti, ex-officio: Julia Crane (Anthropology), Federico Gil (Political Science), Henry Landsberger (Sociology).

The University of North Carolina at Chapel Hill has a long and distinguished tradition of scholarly interest in Latin America. Courses in the languages, history, politics, geography, and the social life of the region were offered by the beginning of the twentieth century, and in 1915 they were coordinated in special curriculum. As a result of the continued growth of interest in Latin America among faculty and students, the Institute of Latin American Studies (ILAS) was created in 1940 to coordinate campus activities. The institute thus became one of the first educational centers in the United States specifically dedicated to the study of Latin America.

Over the ensuing half-century, the Institute has developed into a major center of scholarship and teaching on subjects related to Latin America. Today the institute's major functions are:

(1) To encourage and stimulate study and research on Latin America at UNC-Chapel Hill;
(2) to serve as a campus medium, for interdisciplinary communication on Latin America, including the sponsorship of a wide variety of campus activities that bring together interested faculty and students from a large number of academic disciplines; and
(3) to promote the exchange of senior scholars and students, and to encourage close collaborative relationships between the University and institutions of higher learning in Latin America and the Iberian Peninsula.

After more than a century of information cooperation, in the late 1980s UNC-Chapel Hill joined with nearby Duke University to create the Duke-UNC Program in Latin American Studies. The Duke-UNC Program enables the two universities to offer an exceptionally broad range of courses and provide supplementary educational opportunities that neither institution could offer separately.

In 1990 the Duke-UNC Program received a major grant from the Andrew W. Mellon Foundation for additional cooperation. This enabled the Duke-UNC Program to offer a structured program of cross-campus teaching, bringing a Duke faculty member to the UNC campus each semester in return for a UNC-Chapel Hill faculty member teaching at Duke. In addition, research and training working groups on a variety of topics such as culture, politics, economics, the environment, health, inter-American relations and public opinion meeter regularly throughout the academic year, bringing students and faculty together to conduct research. Undergraduate participation in these working groups is encouraged.

A combined seminar brings together undergraduate students from both Duke and UNC. The Latin American Research Seminar permits juniors and seniors majoring in Latin American Studies at UNC-Chapel Hill or Comparative Area Studies at Duke to receive training and conduct research as members of one of the working groups mentioned above.

In 1991 the Duke-UNC Program was designated a National Resource Center under Title VI of the Higher Education Act. As one of the fourteen such centers nationwide, the Duke-UNC Program is provided with resources that significantly enrich our curriculum. In addition to encouraging research and teaching of Latin American subjects, the Duke-UNC Program is a campus medium for interdisciplinary communication of information related to Latin American Studies, including the sponsorship of a variety of gatherings on both campuses - Latin American guest lectures and seminars, films and slide shows, Latin American luncheons - that bring together interested faculty and students from different disciplines. The Duke-UNC Program also seeks to promote the exchange of scholars and students, and to encourage close relations between UNC-Chapel Hill, Duke, and institutions of higher learning in Latin America.

The University's long-standing commitment to the study of Latin America is strongly reflected in its library collections, which are particularly rich in resources of Latin American literature, history, and political science. Extremely valuable materials can also be found in both the rare books and the manuscripts collections. Complementing these resources on Latin America are the library's traditionally strong collections in Spanish and Portuguese literature, history, and culture. In addition, the University library has long maintained a cooperative program for the acquisition and sharing of Latin American materials with nearby Perkins Library at Duke University, a program which vastly expands the comprehensiveness and availability of local resources for the study of Latin America. The joint collections of the libraries of Duke and UNC-Chapel Hill are the only major holdings of research-level Latin American resource materials in the Mid-South, containing 7.6 million volumes.

Each semester a list of Latin American-related course offerings from the Duke-UNC Program is distributed by the Institute. More than 100 courses dealing directly with Latin American Studies are offered by the Duke-UNC faculty members in their respective disciplinary departments. UNC-Chapel Hill students are encouraged to enroll in Latin American Studies courses at Duke.

The Program

The degree offered is a B.A. in Latin American Studies.

General College: All General College perspective requirements apply. Students at the General College level are strongly encouraged to enroll in LTAM 40, an interdisciplinary introductory course offered in the Fall.

The Institute recommends the following courses for fulfillment of the General College perspective requirements to students interested in majoring in Latin American Studies.

Foreign Language: (may be completed in two semesters through enrollment in intensive courses)
PORT or SPAN 1-4

Aesthetic Perspective
Literature:
PORT 35 Modern Brazilian Literature in English Translation
PORT 40 Portuguese and Brazilian Fiction in Translation
SPAN 21 Introduction to Spanish and Spanish American Literature
SPAN 35 Contemporary Latin American Prose
SPAN 40 Masterpieces of Spanish Literature in Translation
SPAN 46 Cervantes in English Translation

Social Science Perspective (two courses from different departments):
ANTH 42 Folk Cultures in the Modern World
ECON 10 Introduction to Economics
GEOG 20 World Religions
POLI 4 Introduction to Government in the United States
POLI 52 Introduction to Politics in Western Europe
SOCI 52 Introduction to Politics in Western Europe

Western and Non-Western Comparative Perspective:
Pre-1700 Western History
POLI 56 Contemporary Latin American Politics
HIST 24 Latin America Under Colonial Rule
HIST 25 Latin America since Independence

College of Arts and Sciences: All College of Arts and Sciences perspective requirements apply.

The major in Latin American Studies requires the completion of ten courses, including an interdisciplinary core seminar (LTAM 90), plus a minimum level of proficiency in Spanish or Portuguese.

The Curriculum in Latin American Studies is divided into two concentrations, humanities and social sciences. These concentrations are further divided into sequences. To ensure depth in a single area of Latin American Studies, four of the ten courses required for the major must be selected from one of the sequences. To ensure breadth of exposure to other areas of Latin American studies, two courses must be selected from each of three other sequences.

For students to decide to write an honors thesis, an independent honors research (LTAM 91) may be used as one of the ten courses, with credit given in the sequence that best describes the thesis content. A second honors research course (LTAM 92) will count as an eleventh course in the major.

In addition to the ten required courses, each major must complete either Spanish 1-4 or Portuguese 1-4 plus one higher-level course, not including courses in translation. This is a minimum requirement; majors are encouraged to work toward proficiency in both Spanish and Portuguese. Many language courses may be counted as Perspective courses, thereby satisfying requirements of the College of Arts and Sciences.

Listed below are the most commonly offered courses in each sequence. Please note that not all the courses on Latin American topics are listed here. Majors should check the Curriculum Course List each semester for new offerings, as well as for a complete listing of Latin American courses at Duke.

Major Concentration and Sequences
I. Humanities Concentration

History Sequence
HIST 24 Latin America Under Colonial Rule[1]
HIST 25 Latin America since Independence[2]
HIST 80 Women and Gender Issues in Latin America
HIST 81 Revolutionary Change in Latin America
HIST 82 An Introduction to the Society and Culture of Latin America: History, Literature, and Cinema
HIST 90 Topics in History[3]
HIST 91 Independent Studies in History
HIST 174 Pre-Columbian and Colonial Mexico
HIST 175 History of Mexico since Independence
HIST 176 Inter-American Relations
HIST 177 History of Brazil
HIST 178 The Development of Latin American Societies
HIST 180 Slavery in the New World

Language-Literature Sequence
Portuguese
PORT 35 Modern Brazilian Literature in Translation
PORT 40 Portuguese and Brazilian Fiction in Translation
PORT 51 Composition and Conversation
PORT 53 Luso-Brazilian Civilization
PORT 103 Survey of Brazilian Literature: I
PORT 104 Survey of Brazilian Literature: II
PORT 135 Brazilian Drama

Spanish
SPAN 35 Contemporary Spanish American Prose Fiction in Translation
SPAN 51 Conversation II
SPAN 53 Spanish American Culture and Civilization: Mexico, Central America, and the Andes
SPAN 54 Spanish American Culture and Civilization: The River Plate and the Caribbean Countries
SPAN 61 Advanced Conversation and Composition
SPAN 73 Survey of Spanish American Literature
SPAN 81 Spanish and Spanish American Poetry
SPAN 87 Contemporary Spanish American Prose
SPAN 113 Spanish American Literature: Colonial and Nineteenth Century
SPAN 114 Spanish American Literature: Modernism to the Present
SPAN 120 Women in Hispanic Literature

Dramatic Arts and Music Sequence
DRAM 86 Latin American Theater
MUSC 132 Folk and Popular Music of Latin America

II. Social Sciences Concentration
Journalism and Political Science Sequence

Journalism
JOMC 146 International Communications
JOMC 191 Journalism and Mass Communication in Mexico and Cuba

Political Science
POLI 56 Contemporary Latin American Politics
POLI 56H Contemporary Latin American Politics for Honors
POLI 87 Latin America and the United States in World Politics
POLI 116 Politics of Mexico, Central America, and the Caribbean
POLI 120 Politics of South America
POLI 127 Democracy and Development in Latin America
POLI 140 International Political Economy
POLI 147 The United States and Latin America

Anthropology-Economics-Geography Sequence
Anthropology
ANTH 42 Folk Cultures in the Modern World
ANTH 50 Anthropological Perspectives on the Third Word
ANTH 62 Population Anthropology
ANTH 127 Aboriginal Cultures of Mexico and Central America
ANTH 131 Archaeology of South America
ANTH 132 Latin American Cultures
ANTH 133 Peoples of the Caribbean
LTAM 160 Intensive Yucatec Maya (6 credit hours)

Economics
ECON 158 Health Economics
ECON 161 International Economics
ECON 162 Topics in International Economics
ECON 163 Economic Development
ECON 165 Economics of Population
ECON 199 Economic Development in Latin America

Geography
GEOG 30 Development Issues of the Third World
GEOG 159 Latin America

Graduate School and Career Opportunities

Prospective majors should contact the administrative assistant of the institute for information concerning career and graduate school opportunities.

Special Opportunities

Study Abroad

One of the most attractive aspects of the major in Latin American Studies is the opportunity for students to broaden their knowledge of Latin America and the Iberian tradition through participation in one of the University's study abroad programs. Living and studying in Latin America is an experience that all majors should consider; however, study abroad is not a requirement of the major. The College of Arts and Sciences offers programs at the Universidad de Belgrano in Buenos Aires, Argentina, at the Universidad San Francisco de Quito, Ecuador, and at the Universidad Nacional Autonoma de Mexico in Mexico City. The Department of Romance Languages also conducts a program at Seville, Spain.

Students interested in these opportunities should contact the study abroad officer in the Office of International Programs, Caldwell Hall.

Intensive Yucatec Maya

The Duke-UNC Program in Latin American Studies offers in the summer a three-part intensive introduction to modern Yucatec Maya, with a secondary focus on ancient and colonial Maya literature. Students receive 6 hours credit.

I. CLASSROOM INSTRUCTION: The first part consists of four weeks of intensive classroom instruction and conversational practice (six hours a day, five days a week with additional evening practice). Conversation, grammar, and classical Yucatec texts are featured, and students have the opportunity to focus individually on the acquisition of skills of special interest.

II. HIEROGLYPHICS WORKSHOP: The second part consists of a weekend workshop focusing on the structure and content of the ancient Maya writing system with comparison to Yucatec grammar and literature. This workshop is held at the Duke University Museum of Art which houses one of the nation's largest collections of pre-Columbian and especially Mayan artifacts.

III. FIELD STUDY: The third part involves a two-week field orientation in Yucatan. Students live in the community of Opichén, Yucatan 85 km. from Mérida, where they are in contact with monolingual Maya families and share in their daily lives. Students also spend time in the city of Merida where they continue language classes conducted by native Yucatec speakers and participate in seminars and lectures led by distinguished Yucatecan historians, ecologists, and anthropologists. Special field trips introduce participants to the rich pre-Hispanic and colonial heritage of the area. Summer, MacLeod, Reents-Budet, and Vermont-Salas.

Independent Study

Any student may enroll in the institute's course in Individual Study (LTAM 80) with the permission of the institute director and the agreement of the institute's faculty member who will supervise the student's study project. This course may be used to fulfill the requirements of the major, and is often linked to undergraduate grants for summer research travel (see Awards).

Awards

Each year the institute uses funds from its endowment income to recognize superior achievement by its students and to encourage students to travel and conduct research in Latin America. Awards are given for the best Honors thesis in Latin American studies and for the best master's thesis on a topic related to Latin America. A number of modest travel and research grants are also awarded to graduate and undergraduate students who plan to conduct original research in Latin America. One of the awards is named in honor of Federico G. Gil, Kenan Professor Emeritus of Political Science and Director of the Institute from 1959 to 1983. Another travel award is named in honor of Julia Crane, Professor Emeritus of Anthropology.

Honors Program

Latin American Studies majors with an overall grade point average of 3.25 are invited to pursue a degree with honors by writing an honors thesis during their senior year. Each honors thesis is written under the direction of an appropriate faculty adviser; when completed, the thesis must be defended orally before an examining board of institute faculty members. Honors candidates may substitute the two honors courses (LTAM 91 and 92) for two of the eight courses in their primary concentration.

For more information contact:
Josie McNeil *(Administrative Assistant)*, Professor Federico G. Gil *(Kenan Professor Emeritus)*, Institute of Latin American Studies, CB# 3205, 310-316 Hamilton Hall, 962-2418 or Rosa Perelmuter, Associate Professor, Romance Languages Department, Adviser, College of Arts and Sciences, 962-1164.

Curriculum in Leisure Studies and Recreation Administration

Lee E. Meyer, *Chair*

Recreation and leisure are inextricably tied to personal and community quality of life. As a profession in the field of human services, leisure services focuse on people and their opportunities to pursue recreation and leisure experiences.

The Curriculum in Leisure Studies and Recreation Administration is committed to educating individuals who 1) can function effectively as professionals in the field of recreation and leisure services and 2) understand and advocate for the value and the importance of leisure in their own lives and the lives of others in the community.

The curriculum's pedagogical orientation reflects the social and behavioral roots of the field of recreation and leisure services. The curriculum faculty encourage the preparation of the recreation professional through a broad interdisciplinary based education coupled with practical work experience. This professional education enables the student to understand and relate to a changing social order as well as to assume professional positions in public, private, and commercial recreation and other human services agencies.

The curriculum faculty also place importance on the consideration of the social and psychological values of leisure activities, the relationship between quality of life and leisure choices, the analysis of play behavior, and that all individuals have the right to leisure.

The Curriculum in Leisure Studies and Recreation Administration offers courses as a part of the general elective process of the University, as well as those courses which are designed primarily for majors. The curriculum's program of study is accredited by the National Recreation and Park Association's Council on Accreditation.

Students interested in Recreation Administration and Leisure Studies should declare their major during their sophomore year. This enables them to take some of the courses suggested by the curriculum while enrolled in the General College.

The major consists of required and elective courses. the required courses are LSRA 70, 120, 130, 150, 160, 180 and 181. In addition to these requirements, one elective is required for a total of twenty-four hours, not including LSRA 10, which is required and prerequisite to all LSRA 100 level courses. LSRA majors then must earn a C or better in LSRA 10. They must also take a course in statistics (STAT 11 or its equivalent) and a basic course in Sociology and Psychology and, in accordance with the regulations of the College of Arts and Sciences, they must earn 18 hours of C or better in their major course work.

In addition to the required major courses, students are expected to take course work in Art, Business Administration, Dramatic Art, Economics, English, Music, Physical Education, Political Science, Psychology, Sociology, and Speech. A specific listing of suggested courses is available in the curriculum office in the LSRA Undergraduate Program Handbook.

Minor in Recreation Administration

The minor would consist of five courses. There would be three required courses:

LSRA 10: Introduction to Leisure Services
LSRA 70: Special Recreation Services
LSRA 120: Program Planning for Recreation Services

The two remaining courses would come from the other LSRA courses (below the 200 level) but may not include:

LSRA 160: Administration of Recreation Services
LSRA 176: Special Program Services in Therapeutic Recreation
LSRA 180: Supervised Field Training in Recreation
LSRA 181: Supervised Field Training in Recreation

10 Introduction to Leisure Services (3). An introduction to the field of leisure services and its various elements, developed from an historical perspective. The course surveys the park and recreation movement, the leisure service delivery system, and the theoretical and conceptual basis of that system. Fall, spring.

40 Outdoor Recreation and Environmental Issues (3). A survey course taught from a psychosocial perspective that addresses the roles of public and private agencies in meeting increased demand for outdoor recreation. Emphasizes the implications of environmental awareness on outdoor recreation. Bialeschki. (A & S Social Science Perspective)

70 Special Recreation Services (3). An analysis of the problems confronting disadvantaged individuals and groups including the aging, economically disadvantaged, mentally retarded, physically disabled, and youth. Specific attention is given to meeting their leisure needs in community settings. Fall and spring. Bullock, Ashton-Shaeffer.

96 Independent Studies in LSRA (Var.). Individual readings, research and/or field study of a recreation issue, problem, service system, or activity pattern. The course may take the form of an independent study or seminar depending upon student interests and enrollment. Staff.

101 Women, Work, and Leisure (3). Implications of the relationship between women and leisure from a lifestyle perspective, and an analysis of the changing role of women and changing leisure concepts from a feminist perspective. Fall and spring. Bialeschki and Henderson. (A&S Social Science Perspective).

111 Play in America (3). A study of play as a personal and cultural pheonomenon. Consideration is given to the impact that religion, philosophy, social structure, economics, technology and education have had on the valuing of play in America. Fall and spring. Meyer. (A & S Social Science Perspective).

112 Leisure in a Diverse Society (3). An analysis of diverse populations and the meaning and impact of leisure on the lives of these individuals. Race, class, gender, culture, age, disability, employment and sexual orientation will be addressed related to implications for leisure. Fall. Henderson. (B.A. level Social Science perspective.)

120 Program Planning for Recreation Services (3). A study of the principles of planning recreation programs and the factors which affect its implementation and functioning. Fall. Meyer.

130 Introduction to Group Dynamics and Community Leadership (3). An analysis of the techniques, methods, and motives of group and community leaders. Special attention is focused upon the roles of organizational structure, personnel policies, and inservice training programs. Fall and spring. Sessoms and Bialeschki.

140 Recreation Spaces: Their Design and Use (3). Principles of planning recreation areas and facilities and the relationship of human needs to environmental resources. Spring. Meyer.

150 Evaluation of Recreation Services (3). Techniques and application of various methods for evaluating organized recreation services and programs. Spring. Henderson..

160 Administration of Recreation Services (3). Analysis of recreation systems from the standpoint of organization, administration, finances, training, legislation, public relations, and coordination of community resources. Fall. Henderson.

175 Introduction to Therapeutic Recreation Services (3). History and philosophy of therapeutic recreation. A survey of basic counseling/interactional styles, clinical and administrative skills, and intradisciplinary approaches in a variety of clinical settings. A five-hour practicum is required. Fall.

176 Special Program Services in Therapeutic Recreation (3). Development of helping skills for the practice of therapeutic recreation emphasizing rationale, techniques, and role responsibilities of therapeutic recreation in the area of leisure education. Fall and spring. Luken.

180/181 Supervised Field Training in Recreation (3, 3). Prerequisites, three or more courses in recreation; students will have opportunity to receive varied practical on-the-job experience in one of many agency types. Staff.

199 Selected Issues Seminar (Var.). Current issues, techniques, and research of a topical short-term nature are the focus of these seminars. Generally offered during the summer.

Department of Lingusitics

Randall Hendrick, *Chair. Advisory Committee:* Professors Samuel Fillenbaum, Miles Fletcher, Victor Friedman, Robert Howren, Larry King, William Lycan, Catherine Maley, Craig Melchert, Sidney Smith, Maria Tsiapera; Associate Professors Connie Eble, Paul Roberge.

Courses in the department are offered both for the general student and for those who wish to receive the B.A. in Linguistics. Courses in Linguistics are intended to open up systematic perspectives on the nature of human language; by means of detailed studies of language structure and language change, the sound system of language, and the syntactic system of language.

Successful completion of the undergraduate major in Linguistics leads to the award of the degree of Bachelor of Arts. The major is designed to provide a fundamental understanding of modern linguistics for the student seeking a general education in the liberal arts as well as for the student preparing for graduate study. Students interested in the Linguistics major must consult with the department undergraduate adviser.

With respect to the General College requirements in foreign language and mathematics, the following recommendations should be noted: (1) Students choosing to satisfy the requirement by taking a language other than the one used to meet the entrance requirement are strongly encouraged to satisfy the General College foreign language requirement with a non-Indo-European language. (2) The basic requirement in Mathematical Science should be met by a selection from the following: PHIL 21, COMP 14, MATH 22, STAT 11.

Majors are required to take the introductory series LING 60, 61, and 62, plus LING 83 and at least three additional linguistics courses numbered 50 - 199, excluding 100. (LING 100 is closed to students taking the LING 60, 61, 62 sequence.)

Students majoring in linguistics are expected to complete at least through level four of a foreign language and are encouraged to study more than one language.

Students majoring in linguistics may either concentrate entirely in linguistics, following an approved program of linguistics courses beyond those listed above, or they may elect to pursue a program of study which combines the courses above with an approved sequence of courses in a field related to linguistics. Suggested second-field options are: linguistic anthropology, computer processing of language data, psychology of language, philosophy of language, sociology of language, study of a particular language or language family, applied linguistics. The second-field option will be planned in consultation with the student's adviser.

Minor in Linguistics

The undergraduate minor in Linguistics consists of four linguistics courses numbered 60 or higher. Two of these courses must be selected from LING 60, 61, and 62. In order to fashion a coherent program of study that complements the student's major, the Department of Linguistics encourages students to select the remaining two courses in consultation with the Department undergraduate adviser.

9 Freshman Seminar (3). Topics vary. Fall and spring. Staff.

30 Introduction to Language (3). A survey of the many aspects of human language, including the history of language, similarities and differences among languages, language and culture, dialects, writing systems, child language acquisition, animal "languages," and the use of computers in analyzing languages. Linguistic methods used to describe and relate languages. Fall and spring. Staff.

60 Sound Patterns in Language (3). Prerequisite, Linguistics 30 or consent of instructor. Introduction to the analysis and description of phonological systems. Includes some preliminary training in phonetics. Fall. Howren.

61 Introduction to Transformational Grammar (3). Prerequisite, Linguistics 30 or consent of instructor. Introduction to the goals and methods of transformational analysis, using English primarily, but examining how these techniques can be used to describe syntactic processes in other languages. Spring. Hendrick, Webelhuth.

62 Linguistic Variation and Language Change (3). Prerequisite, Linguistics 30 or consent of instructor. Introduction to the analysis and description of language change, relationships among languages, and types of linguistic structure. Spring. Melchert.

70 Issues in Linguistics (3). Prerequisite, Linguistics 30 or consent of instructor. In-depth treatment of a selected issue or topic in linguistics. (Topic will vary with the instructor.) Course may be taken more than once when the topic varies. Fall or spring. Staff.

83 Linguistic Structuralism: Sources and Influences (3). Linguistic structuralism as a background for modern theories of language. Tsiapera.

97, 98 Honors (6). See the Program for Honors in the College of Arts and Sciences, and the Department Honors Adviser. Fall and spring. Tsiapera.

100 Introduction to General Linguistics *(Anthropology 179)* (3). An introduction to the scientific study of language. The nature of language structure. How languages are alike and how they differ. Fall. Melchert.

101 Introduction to Historical and Comparative Linguistics *(Anthropology 181)* (3). Theories and methods of historical and comparative linguistics, with emphasis upon the Indo-European family. Spring. Tsiapera.

102 Approaches to Teaching English As a Foreign Language (3). Methods, theoretical approaches, and techniques in teaching English to speakers of other languages. On demand. Howren.

104 Symbolic Logic *(See Philosophy 101)* (3).

105 Computer Organization *(See Computer Science 120)* (3).

106 Greek Dialects *(See Greek 106)* (3).

110 Philosophy of Language *(See Philosophy 110)* (3).

115 Topics in Linguistics (3). Directed readings on linguistic topics not covered in specific courses. Fall and spring. Staff.

116x English for Foreign Students (3). English for nonnative speakers. Emphasis on spoken or written English according to needs of students enrolled. Fall and spring. Staff.

120 Linguistic Phonetics *(Anthropology 180)* (3). Introduction to the general principles of linguistic phonetics; anatomy of vocal tract, physiology of speech production, universal phonetic theory. Practice in the recognition and transcription of speech sounds. Fall. Howren.

123 Phonological Analysis *(Anthropology 183)* (3). Prerequisite, Linguistics 120 or equivalent. Introduction to the principles of modern generative phonology. Methods and theory of phonological analysis. Not normally open to those who take Linguistics 60. Spring. Howren.

124 Phonology II (3). Prerequisite, Linguistics 123. Intermediate phonological theory and analysis. Fall. Howren.

127 Morphology (3). Prerequisite, Linguistics 30, 100 or permission of instructor. Crosslinguistic investigation of internal word structure: inflection and derivation, word formation rules vs. affixation, autosegmental morphology, morpholexical and morphophonemic rules, and the interaction of morophology with phonology and syntax. Fall. Hendrick, Webelhuth.

130 Introduction to Grammar I *(Anthropology 190)* (3). Prerequisite, Linguistics 100 or equivalent, or consent of instructor. Methods and theory of grammatical analysis within the transformational generative framework. Special emphasis on analyzing syntactic and semantic structures of English. Fall. Hendrick, Webelhuth.

133 Introduction to Grammar II *(Anthropology 193).* (3). Prerequisite, Linguistics 130 or equivalent. Methods and theory of grammatical analysis, with special reference to transformational grammar. Spring. Hendrick, Webelhuth.

135 Prague School Structuralism (3). Discussion of selected works by Trubetzkoj, Jakobson, Mathesius and other scholars associated with the Prague Linguistic Circle.

137 Semantics (3). Prerequisite, Linguistics 30, 100 or permission of instructor. Semantics as a part of linguistic theory: co- and disjoint reference among nominals, "crossover" phenomena, quantifier scope, lexical semantics, Montague Grammar and compositional semantics, and explanatory universals in semantic theory. On demand. Hendrick, Webelhuth.

139 Language of Time (3). Prerequisite, Linguistics 30, 100, or permission of instructor. The representation of time and temporal relations in natural languages. Cross-linguistic study of tense and aspect distinctions, modality, temporal adverbials, temporal anaphora, and sequences of tenses. Hendrick.

140 Mathematical Linguistics (3). Introduction to topics in logic, set theory and modern algebra with emphasis on linguistic application. Automata theory and the formal theory of grammar with special reference to transformational grammars. No previous mathematics assumed. On demand. Staff.

142 Indo-European Culture and Society (3). Survey of nonmaterial aspects of Indo- European society recoverable by linguistic reconstruction, including law, religion, economics, poetics. Review of the Urheimat problem. No knowledge of comparative grammar is assumed. On demand. Melchert.

145 Language and Mind Linguistics and the Brain (3). Prerequisite, Linguistics 30, Linguistics 100, Philosophy 35, English 36, or permission of the instructor. The course treats the relationship among linguistics, artificial intelligence, neurobiology, cognitive psychology, and the philosophies of mind, language, and science. On demand.

150 Introduction to Indo-European: Phonology (3). A survey of the phonological systems of the major Indo-European languages and their development from Proto-Indo-European. Fall, alternate years. Melchert.

151 Introduction to Indo-European: Morphology (3). Prerequisite, Linguistics 150 or permission of the instructor. Introduction to the major morphological categories in the Indo-European languages and their development from the proto-language. Spring, alternate years. Melchert.

154 History of the Spanish Language *(see Spanish 126) (3).*

155 Spanish Phonetics and Phonology *(see Spanish 145)* (3).

156 The Structure of Modern Spanish *(see Spanish 146)* (3).

160 The Structure of Early English (3). Prerequisite, permission of instructor. Topics in the linguistic structure of old, middle, and early modern English in the light of theories of phonology, morphology, and syntax. Topics vary. Spring. Howren.

162 The Structure of Chinese *(Chinese 162)* (3). Prerequisite, permission of instructor. Introductory linguistic description of Modern Mandarin Chinese. For students in linguistics with no knowledge of Chinese, and students of Chinese with no knowledge of linguistics. Melchert.

164 History of the French Language *(see French 126)* (3).

165 French Phonetics *(see French 145)* (3).

166 Structure of French *(see French 146)* (3).

170 Sociolinguistics (3). Survey of topics in the study of language in its social context; language varieties and functions, multilingualism, social dialects, implications for linguistic theory. Fall. Staff.

172 Pidgins and Creoles *(see German 172)* (3).

175 Language in Politics (3). Examines language as a political issue in the 19th and 20th centuries. Emphasis placed on American and British politics but attention to one other national context as well. Hendrick.

183 History and Philosophy of Linguistics (3). Linguistic theories from classical times to the present with special emphasis on the origins of contemporary theories. Fall. Tsiapera.

184 Language and Culture *(See Anthropology 184)* (3).

[4] May also be offered as LTAM 46

[5] May also be offered as LTAM 47

[7] When on a Latin American topic

Curriculum in Marine Sciences

Christopher S. Martens, *Chair*

The Curriculum in Marine Sciences provides instruction and conducts research in biological, chemical, geological, and physical oceanography. Although it emphasizes graduate training, the curriculum offers basic coursework, opportunities for supervised practical experience, and an academic minor to advanced undergraduates majoring in the nautral sciences (e.g. biology, geology, physics, chemistry.) The minor is designed to allow students to use curriculum courses, facilities, and advisers to develop marine specializations related to their majors and to prepare for postgraduate study in marine sciences or a related field. The curriculum's Coordinator of Undergraduate Studies serves as primary contact for students participating in the minor program. Student advisement and approval of equivalent courses are handled through the coordinator's office. Introductory courses are also offered for all undergraduates, regardless of major, who are interested in marine sciences. These courses (e.g., GEOL 12) are available through the regular University, Continuing Studies, and the Summer School.

Minor in Marine Sciences

There are four (4) requirements for the completion of the minor:

Oceanography (MASC 101; also listed as GEOL 101, BIOL 126, and ENVR 127)

Environmental Processes of the Coastal Zone (MASC 138)

One course supplying practical experience in marine sciences, such as:

- a field course (MASC 137 or equivalent)
- a supervised special topics course (MASC 199 or equivalent)
- a mathematical modeling course (MASC 152 or equivalent),

An elective marine sciences course relevant to the student's interests

Marine Sciences courses available to advanced undergraduates through the Curriculum in Marine Sciences and allied departments include the following:

101 Oceanography *(Biology 126, Environmental Sciences 127, Geology 101)* (3). Prerequisites, major in a natural science or at least two college-level courses in natural sciences. The origin of ocean basins, chemistry and dynamics of seawater, biological communities and processes, the sedimentary record, and the history of oceanography. Term paper. Intended for students with college science background; other students should see Geology 12. Three lecture hours a week. Fall, Neumann; Spring, staff.

103 Geological Oceanography *(Geology 188)* (4). Prerequisite, Geology 11 or 41, or permission. Ocean basin origin, continental margin development, coastal geology, carbonate platforms and pelagic sediments are subjects covered; paleo-oceanographic reconstructions are emphasized. Field trip to coast. Three lecture and two laboratory hours a week. Fall. Neumann.

104 Biological Oceanography *(Biology 140, Environmental Sciences 136)* (4). Prerequisites, Biology 54 or 105 or permission. Physical, chemical and biological factors characterizing estuarine and marine environments emphasizing factors and controlling animal and plant populations, including methods of analysis, sampling, and identification. Five lecture and five laboratory hours a week. Summer. Staff.

105 Chemical Oceanography *(Environmental Sciences 128)* (4). Prerequisite, one semester of physical chemistry or Environmental Sciences 122 or Chemistry 180, or equivalent. Variation and abundance of sea water constituents, the chemical, physical, and biological processes contributing to their distribution as well as problems of dispersion of conservative and nonconservative substances are considered. Three lecture and two laboratory hours a week. Spring. Alperin, Martens.

106 Physical Oceanography (4). Prerequisites, Math 31, 32, Physics 24, 25, or permission. Descriptive regional oceanography, equations of motion, the Ekman layer, wind-driven currents, thermohaline circulation, modern observations, waves, tides. Four lecture hours a week. Fall. Bane.

114 Algae *(Biology 111)* (3). Prerequisites, Biology 11, 11L. An introduction to the development, biology, ecology, and evolutionary significance of the algae. Three lecture hours a week. Spring. Hommersand.

114L Algae Laboratory *(Biology 111L)* (2). Identification, classification, culture techniques and field experience with algae. Six laboratory hours a week. Spring. Hommersand.

123 Marine Carbonate Environments *(Geology 123)* (4). Prerequisite, permission of instructor. Chemical and biological origins of calcium carbonate, skeletal structure and chemomineralogy, breakdown, preservation, sedimentation, and early diagenesis are studied in a variety of deep and shallow environmental settings, in order to understand skeletal genesis, limestone origin and carbonate facies variability. Field trip to Florida, Bahamas, or Bermuda. Lab exercises; research report. Three lecture and three laboratory hours a week. Spring. (1993 and alternate years.) Neumann.

125 Coastal Sedimentary Environments *(Geology 125)* (3). Prerequisite, Geology 56 or permission of the instructor. Introduction to modern shallow-water clastic environments and their sediments, emphasizing barrier islands, deltas, wetlands, and tidal flats. Includes local field trips and discussion/application of data-collecting techniques. (1992 and alternate years). Wells.

133 Micropaleontology (3). Prerequisite, Invertebrate Paleontology 132, or Marine Ecology 146, or permission of instructor. An in-depth study of the biostratigraphy, paleoecology, and taxonomy of various microfossil groups (e.i., Foraminifera, ostracodes, conodonts, coccoliths, Radiolaria, diatoms, acritarchs, dinoflagellates, etc.) dependent upon individual student objectives. Three lecture and three laboratory hours a week. Spring. Bralower.

134 Invertebrate Development and Evolution *(Biology 134)* (3). Prerequisites, Biology 11, 11L. A survey of diversity in animal development and life cycles with emphasis on free-living marine invertebrates. Three lecture hours a week. Fall. (Alternate years.) Staff.

134L Invertebrate Development Laboratory *(Biology 134L)* (1 or 2). Prerequisite or corequisite, Biology 134. Laboratory experience in obtaining, culturing, and identifying embryonic, larval, and planktonic materials, with emphasis on free-living marine forms. Three scheduled laboratory hours a week; or, with special permission, three or more additional hours a week on an independent project for one additional unit of credit. With 134. Staff.

137 Ecology of Wetlands *(Environmental Sciences 137)* (4). Prerequisites, 1 year of Biology, 1 year of Chemistry, 1 semester of Ecology, and permission of instructor. An introduction to the functioning of freshwater and estuarine marsh and swamp ecosystems, with emphasis on systems of the southeastern U.S. Fall. Staff.

138 Environmental Processes of the Coastal Zone (4 to 6). Prerequisite, science background and permission. Analysis of processes that create and control coastal zone environments. Topic selection reflecting faculty specialization, emphasis on field study. Lecture and laboratory hours by arrangements. Fall and summer. Staff.

138V Environmental Processes of the Coastal Zone (4). Prerequisite, science background and permission. Analysis of processes that create and control coastal zone environments. Continental margin geology, sea level change, waves, tides, currents, sediment dynamics, geochemistry, ecology and management. Lecture and two weekend field trips. Spring. Frankenberg.

140 Biogeochemical Cycling (3). Prerequisites, MASC (GEOL) 145 or 146 or GEOL 164 or ENVR 133, or MASC 104 or permission of instructor. Biogeochemical cycling explores interfaces between marine, aquatic, atmospheric, and geological sciences emphasizing preocesses controlling chemical distributions in sediments, fresh and salt water, the atmosphere, and fluxes between these reservoirs. Spring. Martens, Alperin.

141 Special Problems in Marine Biology *(Biology 141)* (3 to 6). Prerequisite, Biology 140 and/or permission of instructor. Survey of current problems and intellectual approaches in any of the following areas: Marine Ecology (Hay, Peterson); Marine Microbes (Kohlmeyer, Paerl). Hours and credits by prior agreement (with five or more laboratory and conference hours a week per unit credit). Fall, spring, first or second summer terms (offered on demand at Morehead City, N.C.). Staff of Institute of Marine Sciences.

145 Geochemistry *(Geology 145)* (3). Prerequisites, Geology 11 or 41, Chemistry 21, or permission of the instructor. Introduction to the application of chemical principles to geological problems, with emphasis on isotopic methods. Spring. Benninger.

146 Marine Ecology *(Biology 146)* (3). Prerequisite, Biology 54 or 105 or permission of instructor. An introductory study of oceanography as it pertains to the ecology of marine organisms. Three lecture hours a week. Spring. (1988 and alternate years). Peterson.

151 Fluid Dynamics *(Physics 151)* (3). Prerequisite, Physics 103 or permission. The physical properties of fluids, kinematics, governing equations, viscous incompressible flow, vorticity dynamics, boundary layers, irrotational incompressible flow. Three lecture hours a week. Fall. Shay, Bane.

152 Marine Systems Modeling (3). Prerequisite, Math 32 or permission of instructor. Mathematical modeling of the flow, nutrient chemistry and lower trophic levels in a marine system; mathematical modeling of sedimentary geochemical processes; the fundamental budget equation; turbulent transport; numerical techniques. Three lecture hours a week. Spring. (Alternate years.) Bane, Shay.

153 Time Series and Spatial Data Analysis (3). Prerequisite, differential and integral calculus. Analysis of time series, one-dimensional spatial series, and two-dimensional spatial series. Parametric and non parametric spectral estimation. Hermonic analysis. Filtering. Objective analysis. Includes computer projects. Three lecture hours a week. Spring. (Alternate years.) Shay.

155 Turbulent Boundary Layers (2). Prerequisite, MASC 106 or MASC 151 or permission from instructor. Turbulence and transport in near-bottom boundary regions. Turbulence and mixing theory in boundary layers. Field deployment and recovery of turbulence measuring instrments. Data analysis from turbulence measurements. Summer. Luettich.

156 Descriptive Physical Oceanography (3). Prerequisite, MASC 106 or permission. Observed structure of the large-scale and mesoscale ocean circulation and its variability, based on modern observations. In situ and remote sensing techniques, hydrographic structure, circulation patterns, ocean-atmosphere interactions. Three lecture hours a week. Spring. (Alternate years). Bane.

198 Special Topics in Physical Oceanography (Var.). Topics in physical oceanography not covered in regularly scheduled courses. Fall, spring, or summer. Bane, Luettich, Shay, Werner.

199 Special Topics in Marine Sciences (2 to 6). Prerequisite, science background and permission of instructor. Directed readings, laboratory, and/or field study of marine science topics not covered in regularly scheduled courses. Lecture and laboratory hours by arrangement. Fall, spring, or summer. Staff.

Curriculum in Mathematical Sciences

Ancel C. Mewborn, *Chair*

Mathematical methodology has long been the characteristic feature of such sciences as physics and chemistry and of a variety of technological and engineering disciplines. In recent years, new mathematical tools and ideas have been used in areas not previously thought to be amenable to mathematical analysis. The development of large and fast computers has been a major factor in this expansion of mathematics. Biology, medicine, psychology, anthropology, sociology, political science, business and management, and linguistics have all profited from the introduction of mathematical techniques. As a result, an undergraduate degree in the mathematical sciences provides a good basis for a career in many different areas.

The Curriculum in Mathematical Sciences offers a Bachelor of Science degree program which permits a student to major in one of the five options: Actuarial Science, Applied Mathematics, Computer Science, Operations Research, and Statistics. (The Computer Science option is directed toward the mathematical aspects of computer science - in contrast with the Computer Science option of the Curriculum in Applied Sciences, which is oriented toward the design and operation of hardware devices for digital systems.)

Each of these options represents an area of practical and theoretical interest in the Mathematical Sciences; each will prepare the major for a variety of professional jobs or for graduate study in related subjects. The advisers in the curriculum are faculty members from the Departments of Computer Science, Mathematics, Operations Research, Physics, and Statistics. Students are assigned to appropriate advisers according to their interests.

Students interested in one of these options should see the Chair of the Curriculum in Mathematical Sciences in 358 Phillips Hall. A program leading to an Honors degree is available in each of the options. Students should consult their advisers for further information. A five-year program leading to a M.S. degree in Operations Research is also available.

General College Requirements

In the first two years all students in these programs must meet the requirements of the General College. As part of or in addition to these requirements, the following courses should be taken:

A. Mathematics 31, 32, 33, 81, 83 and Computer Science 14 or 15 (all options);
B. A foreign language through language 4 (all options);
C. Physics 26, 27 (Applied Mathematics and Computer Science options); Physics 28 (Applied Mathematics option); Physics 24, 25 or 26, 27 are recommended but not required for the other options.
D. Economics 10 (Actuarial Science and Operations Research options); Business Administration 71 (Actuarial Science option).
E. Computer Science 114 (Computer Science option).

Junior-Senior Requirements

A. Actuarial Science Option
  1. Mathematics 147, 161, 162, 166;
  2. 1 of Mathematics 121, 124;
  3. Operations Research 181; (Operations Research 183 recommended)
  4. Statistics 101, 102, 126, 127.

B. Applied Mathematics Option
  1. Mathematics 121, 124, 147, 122;
  2. 1 of Mathematics, 123, 128;
  3. Computer Science 151 or Mathematics 166;
  4. Physics 191, 192;
  5. Statistics 101, 102.

C. Computer Science Option
  1. Physics 58;
  2. Mathematics 147, 148;
  3. Statistics 126;
  4. Computer Science 120, 121;
  5. 9 additional hours from the mathematical sciences with courses chosen from:
  a. Computer Science 122, 140, 142, 145, 151 (or Mathematics 166), 181, 190, or other computer science course approved by the major adviser;
  b. Statistics 101, 127, Operations Research 181, 183, Mathematics courses numbered above 120;
  At least 6 hours must be from group (a).

D. Operations Research Option
  1. Mathematics 121, 147;
  2. 1 of Mathematics 122, 124, 128;
  3. Statistics 101, 102, 126; (Statistics 127 recommended)
  4. Operations Research 181, 183;
  5. Computer Science 114 or 120.

E. Statistics Option
  1. Mathematics 121, 147, and 122 or 128;
  2. Statistics 101, 102, 126, 127;
  3. 1 of Statistics 104, 129, 133, 160, 171, 180, 181 or Operations Research 183;
  4. 1 of Mathematics 123, 124, 138, 148.

F. Each student is required to take five elective courses outside of the Mathematical Science Departments (Computer Science, Mathematics, Operations Research, and Statistics). Of these, at least one must be chosen from the Divisions of Humanities and Fine Arts, one from the Division of Social Sciences, and one from the Division of Basic and Applied Natural Sciences. These courses cannot be taken pass/fail.
G. Students in all options must take sufficient electives to achieve at least 122 hours of academic credit not including physical education activity courses. The student must attain a grade of C or better in 18 hours of the junior-senior course requirements.

Minor in Mathematical Sciences

The minor in Mathematical Sciences requires:
A. Mathematics 33 and either Mathematics 81 or Mathematics 83.
B. Three of the following courses, all with a grade of C or better; Mathematics 147, 157, 166 (or Computer Science 151); Computer Science 114, 120, 121, 190; Operations Research 181, 183; Statistics 101, 102, 126, 127. (Suitable substitutions may be allowed with the approval of an adviser in the program.) The selection of courses must be approved by a Mathematical Sciences adviser.

Students majoring in Mathematics may not minor in Mathematical Sciences.

Department of Mathematics

Patrick B. Eberlein, *Chair*

Mathematics has always been a fundamental component of human thought and culture, and the growth of technology in recent times has further increased its importance. Today mathematics is an essential partner in fields where once it played no role. At the same time, mathematics itself continues to grow and develop through research, much of which is stimulated by the new interactions with other fields. Today every educated person needs at least a familiarity with the language of mathematics, and even some more substantial knowledge of the technical aspects than has been the case in the past. People working in many fields find that areas of mathematics only recently thought to be sophisticated and advanced have become part of the everyday tools of their own sphere of activity.

UNC-Chapel Hill offers a variety of degrees in mathematics and the mathematical sciences, providing students a wide choice of careers in this field. Among the jobs in industry, government and the academic world which involve mathematics as a central aspect are: actuary, analyst, modeller, optimizer, statistician, computer analyst. Students who have an interest in working in one of these highly technical professions or who intend to pursue an advanced degree in one of the mathematical sciences should seriously consider the B.S. in Mathematics or one of the options in the B.S. in Mathematical Sciences.

For those interested in teaching careers, the Department of Mathematics cooperates with the School of Education in the preparation of teachers for the elementary, middle school, and high school levels. (See the note below.) Finally, the B.A. in Mathematics is a true liberal arts degree opening the door to the continuing intellectual growth, enrichment, and self-fulfillment which are the goals of a liberal education. Students intending to enter a professional school (law, medicine, business), will find that an undergraduate degree in mathematics is seen as an attractive item by the admissions officers of such schools.

Degree Requirements

Students majoring in mathematics may enter either the B.A. or the B.S. program. The B.A. program is more flexible than the B.S. program; it allows one to specialize in mathematics and at the same time either to follow a broad liberal arts program or to specialize in a second area (possibly even taking a second major). The B.S. program is more technically oriented; it provides solid preparation for work or study in mathematics or a related field.

Both the B.A. and the B.S. degrees require, beyond freshman-sophomore calculus, courses in algebra and analysis at a higher level. Students who plan a career in a technical field should also develop familiarity with computers and statistics, for example by taking COMP 14 or 15 and some of STAT 101, 102, 126, and 127.

The specific requirements (beyond those of the General College) for the B.A. and B.S. degrees are as follows.

B.A. Degree with a Major in Mathematics

A. 1. Mathematics 31, 32, 33, 81, 83
  2. Mathematics 147 or 137 (preferably before the senior year)
  3. Mathematics 121
  4. At least 3 more mathematics courses numbered 120 or above.
B. The five Perspective requirements of the College of Arts and Sciences.
C. 18 hours of C or better (not C -) in mathematics courses numbered 33 or higher.

B.S. Degree With a Major in Mathematics

A. For freshman and sophomore years see "General College."

Junior and Senior Years

B.1. Mathematics 147 or 137 (preferably before the senior year)
  2. Mathematics 121 and one of 122, 123, 128, 166
  3. Mathematics 134 or138
  4. At least 3 more mathematics courses numbered 120 or above.
C. Four or more courses in Division of Natural Sciences but not in Mathematics (in addition to the General College requirements).
D. Three nonscience Perspective courses (one each in the Aesthetic, Philosophical, Social Sciences and Western Historical or Non-Western Comparative Perspectives).
E. 18 hours of C or better (not C -) in mathematics courses numbered 120 or higher.

Special Programs in Mathematics: Special honors (A) sections are given in mathematics courses as often as possible when student interest is sufficient. The basic calculus sequence is offered in honors sections each year. Advanced honors sections are arranged on a less regular basis. Students interested in special sections should consult the departmental honors adviser. Promising students are encouraged to work toward a bachelor's degree with honors in mathematics.

The course program will consist of six or more courses approved by the departmental honors adviser. At some time during the semester in which he or she expects to graduate, the candidate for a degree with honors will either present an honors essay written under the direction of a faculty member or take an oral examination on courses approved by the honors adviser. Students writing an honors essay will be expected to make an oral presentation of the essay. Interested students should consult the departmental honors adviser as early as possible and in no case later than the beginning of their senior year. Special activities for qualified students include an undergraduate Mathematics Club, a scholastic honorary society Pi Mu Epsilon, and a Putnam Examination Team. Students interested in these activities should consult the departmental honors adviser.

General College Mathematics Requirement: Students may use the following mathematics courses to fulfill the General College Mathematics requirement: Math 16, 17, 18, 22, 30, 31, 32. Other courses which fulfill this requirement and exceptions involving courses with similar subject matter are described in the General College section of this bulletin. No student can receive credit for Math 16 or Math 22 or Math 30 after receiving credit for Math 31. No student can receive credit for Math 16 after receiving credit for Math 22. Math 12 cannot be used to satisfy the General College requirement.

Advanced Placement: A student who makes a grade of 3 or higher on the AB Advanced Placement Examination will receive credit for Mathematics 31. A student who makes a grade of 3 or higher on the BC Advanced Placement Examination will receive credit for both Mathematics 31 and Mathematics 32. No credit for Mathematics 30 will be given on the basis of any advanced placement examination. A credit examination for calculus is given on a regular basis by the department. Information concerning this examination may be obtained by contacting the Director of Undergraduate Studies. Any student who is placed in one of the courses Math 32 or 33 and receives a grade of C - or better in the course will be given credit (without grade) for all courses in the sequence 31 and 32 which precede the course taken.

Students in Mathematics Intending to Teach: Students intending to teach mathematics in the public schools and students enrolled in the School of Education who intend to major in mathematics should consult the appropriate section of the catalog on the School of Education or the Director of Mathematical Education in the Department of Mathematics.

Minor in Mathematics

The minor in Mathematics requires:

A. Mathematics 33, 81, and 83.

B. Three Mathematics courses numbered 120 or higher, all with a grade of C or better.

C. Students majoring in Mathematical Sciences may not minor in Mathematics.

Review of Basic Algebra (3). Prerequisite, placement by Achievement Test. Placement in this course is by the Mathematics Department based on testing which indicates that the student will have difficulty with Math 10. The course provides a more gradual introduction to the material of Math 10. Hours credit for this course cannot be used for any Mathematics requirement and do not count for hours required for graduation. Fall, summer.

10 Algebra (3). Prerequisite, placement by Achievement Test. This course provides a one semester review of the basics of algebra. Basic algebraic expressions, functions, exponents, and logarithms are included with an emphasis on problem solving. The course should not be taken by those with a suitable score on the Achievement Test. Fall and spring.

12 Mathematics in the Early Childhood and Intermediate Grades *(Education 12)* (3). Prerequisite, one college level mathematics course. This course provides a study of the mathematical content of elementary programs together with materials, techniques, and aids for teaching that content. Fall and spring.

16 Intuitive Calculus (3). Prerequisite, Math 10. This course provides an introduction in a nontechnical setting as possible of the basic concepts of calculus. The course is intended for the nonscience major. A student may not receive credit for this course after receiving credit for Math 22 or Math 31. Fall and spring.

17 Finite Mathematics (3). Prerequisite, Math 10. This course provides an introduction in as nontechnical setting as possible of the basic concepts of finite mathematics. Basic counting problems and finite probability problems are discussed. The course is intended for the nonscience major. Fall and spring.

18 Selected Topics in Mathematics (3). Prerequisite, Math 10. This course provides an introduction in as nontechnical setting as possible to selected topics in mathematics. Topics covered will vary each semester depending on the individual instructor's selection. The course is intended for the nonscience major. Fall and spring.

22 Calculus for Business and Social Sciences (3). Prerequisite, Math 10. An introductory survey of differential and integral calculus with emphasis on techniques and applications of interest for business and the social sciences. This is a terminal course and not an adequate preparation for Math 32. A student cannot receive credit for this course after receiving credit for Math 31. Fall and spring.

30 Trigonometry and Analytic Geometry (3). Prerequisite, Math 10. Covers the basic concepts of trigonometry and analytic geometry. Covered are the trigonometric functions and their graphs, relationships, and applications. Basic analytic geometry topics include the conics, translations, and rotations. Basic ideas of vector geometry are introduced. A student may not receive credit for this course after receiving credit for Math 31. Fall and spring.

31 Calculus of Functions of One Variable I (3). Prerequisite, a grade of C- or better in Math 30 or placement by the Department. Limits, derivatives, and integrals of functions of one variable. Fall and spring.

32 Calculus of Functions of One Variable II (3). Prerequisite, a grade of C- or better in Math 31 or placement by the Department. Calculus of the elementary transcendental functions, techniques of integration, indeterminate forms, Taylor's formula, infinite series. Fall and spring.

31A, 32A Calculus of Functions of One Variable I and II (3 each). Prerequisite, special placement by examination or consent of instructor. These are the honors sections of Math 31, 32. A more comprehensive, deeper treatment of differential and integral calculus and infinite series. 31A Fall; 32A Spring and fall.

33 Calculus of Functions of Several Variables (3). Prerequisite, Math 32. Calculus of Functions of Several Variables (3). Prerequisite, Math 32. Vector algebra, solid analytic geometry, partial derivatives, multiple integrals. Fall and spring.

33A Calculus of Functions of Several Variables (3). Prerequisite, Math 32A or consent of instructor. Continues the A-sequence with linear algebra for applications, multivariable differential calculus, maxima and minima, curves in space. Fall.

81 Discrete Mathematics (3). Prerequisite, Math 32. Topics from the foundations of mathematics; logic, set theory, relations and functions, induction, permutations and combinations, recurrence. Fall and spring.

83 Linear Algebra and Differential Equations (3). Prerequisite, Math 33. Systems of linear equations; vectors and matrices; basis and independence. Introductory ordinary differential equations; systems of linear differential equations. Fall and spring.

83A Linear Algebra and Differential Equations (3). The honors sections of Math 83. Fall and spring.

90 Undergraduate Reading and Research in Mathematics (1 - 3). Permission of Director of Undergraduate Studies required. This course is intended mainly for students working on honors projects. No one may receive more than 3 semester hours credit for this course. Fall and spring.

98 Undergraduate Seminar in Mathematics (1 - 3). Prerequisite, permission of the instructor. A seminar on a chosen topic in mathematics in which the students participate more actively than in usual courses. Fall and spring.

101 Mathematical Concepts in Art (3). Prerequisite, Art 37. Mathematical theories of proportion, perspective (projective invariants and the mathematics of visual perception), symmetry and aesthetics will be expounded and illustrated by examples from painting, architecture and sculpture.

106 Mathematical Methods in Biostatistics *(Bios 106)* (3). Prerequisite, Math 32 or equivalent. Special mathematical techniques in the theory and methods of biostatistics as related to the life sciences and public health. Includes brief review of calculus, selected topics from intermediate calculus, and introductory matrix theory for applications in biostatistics.

111 Developing Mathematical Concepts (3). Prerequisite, consent of instructor. An investigation of various ways elementary concepts in mathematics can be developed. Applications of the mathematics developed will be considered. This course ordinarily is offered as an inservice course for teachers.

115 History of Mathematics (3). Prerequisites, calculus and abstract algebra; graduate students by permission only. A brief general survey of the history of mathematics. Some special problems in depth. Problems in the history of mathematics.

116 Linear Algebra (3). Prerequisite, Math 32. An introduction to the theory of vector spaces, linear transformations, systems of linear equations, matrices, determinants, eigenvectors, diagonalization. A student may not receive credit for this course after receiving credit for Math 147 or 137.

118 Basic Concepts of Analysis (3). Prerequisites, Math 32 and consent of instructor. Limits, continuity, differentiability, uniform continuity. Riemann integration. Infinite sequences and series; uniform convergence; power series. A student cannot receive credit for this course after receiving credit for Math 193 or Math 121.

120 Probability (3). Prerequisites, Math 33 and Math 81. Foundations of probability; random variables and distribution functions; the binomial, Poisson, and normal distributions; expectations, moments, moment- generating functions; compound events and joint distributions; limit theorems; applications. A student cannot receive credit for this course after receiving credit for Math 146. Spring.

121 Advanced Calculus I (3). Prerequisites, Math 33 and Math 81. The real numbers; continuity and differentiability of functions of one variable; infinite series; integration. Fall and spring.

122 Advanced Calculus II (3). Prerequisite, Math 121. Functions of several variables; the derivative as a linear transformation; inverse and implicit function theorems; multiple integration. Spring.

123 Functions of a Complex Variable with Applications (3). Prerequisite, Math 83. The algebra of complex numbers, elementary functions and their mapping properties, complex limits, power series, analytic functions, contour integrals, Cauchy's theorem and formulae, Laurent series and residue calculus, elementary conformal mapping and boundary value problems, Poisson integral formula for the disk and the half plane. Fall.

124 Elementary Differential Equations (3). Prerequisite, Math 83. Introduction to ordinary differential equations, linear differential systems, power series solutions, Laplace transforms, numerical methods. Fall and spring.

128 Mathematical Methods for the Physical Sciences I (3). Prerequisites, Math 83 and Physics 24 - 25, or equivalent. Ordinary differential equations; Laplace transform. Matrices and determinants. Students taking Math 108 or Math 129 will be expected to do some numerical calculations on either a programmable pocket calculator or a computer. Fall.

129 Mathematical Methods for the Physical Sciences II (3). Prerequisites, Physics 24 - 25, and one of Math 121, 124, 128 or equivalents. Partial differential equations. Beseel and Legendre functions, orthogonal expansions, Fourier series and integrals. Spring.

130 Topology (3). Prerequisite, Math 33; corequisite, Math 83 or permission of instructor. Introduction to topics in topology, particularly surface topology, including classification of compact surfaces, Euler characteristic, orientability, vector fields on surfaces, tesselations, and fundamental group. Research problems discussed at elementary level. Fall, spring. Goodman, Stasheff.

131 Euclidean and Non-Euclidean Geometries (3). Prerequisite, Math 32 or permission of instructor. Critical study of basic notions and models of Euclidean and non-Euclidean geometries, order, congruence and distance. Spring.

133 Elementary Theory of Numbers (3). Prerequisite, Math 81. Divisibility, Euclidean algorithm, congruences, residue classes, Euler's function, primitive roots, Chinese remainder theorem, quadratic residues, number theoretic functions, Farey and continued fractions, Gaussian integers. Spring.

134 Elements of Modern Algebra (3). Prerequisite, Math 81. Binary operations, groups, subgroups, cosets, quotient groups, rings, polynomials. Fall.

135 Number and Magnitude (3). Prerequisite, one year of college mathematics or consent of instructor. A historically oriented and mathematically rigorous development of the following topics: natural numbers, counting, arithmetic, magnitude, classical ratio and proportionality, positive, negative, rational and real numbers.

136 Algebra and Number (3). Prerequisite, Math 134 or 135 or 137or 138 or consent of instructor. A historically oriented, rigorous development of polynomial algebra: solution of equations, solvability, Intermediate Value Theorem, Fundamental Theorem of Algebra, theorems of Gauss, Abel and Galois, various notions of real number.

137 Linear Algebra (3). Prerequisites, Math 81 and Math 83. Vector spaces, linear transformations, duality, diagonalization, primary and cyclic decomposition, Jordan canonical form, inner product spaces, orthogonal reduction of symmetric matrices, spectral theorem, bilinear forms, multi-linear functions. A much more abstract course than Math 116 or 147. Fall.

138 Algebraic Structures (3). Prerequisite, Math 137 or 147. Permutation groups, matrix groups, groups of linear transformations, symmetry groups; finite abelian groups; residue class rings, algebra of matrices, linear maps, and polynomials; real and complex numbers, rational functions, quadratic fields, finite fields. Spring.

146 Introduction to Probability *(Statistics 126)* (3). See course listings for Department of Statistics.

147 Matrix Theory (3). Prerequisite, Math 83 or equivalent. Algebra of matrices with applications; determinants; solution of linear systems by Gaussian elimination; Gram-Schmidt procedure; eigenvalues; linear programming. Math 116 covers elementary aspects of linear systems and matrices and may not be taken for credit after credit has been granted for Math 147. Fall and spring.

148 Combinatorial Mathematics *(Statistics 156)* (3). Prerequisite, Math 81 or equivalent, or permission of the instructor. Topics chosen from: generating functions, Polya's theory of counting, partial orderings and incidence algebras, principle of inclusion- exclusion, Moebius inversion, combinatorial problems in physics and other branches of science. Fall.

149 Introduction to Graph Theory *(Statistics 158)* (3). Prerequisite, Math 116, 137, or 147. Basic concepts of directed and undirected graphs, partitions and distances in graphs. Planar and nonplanar graphs. Matrix representation of graphs, network flows, applications of graph theory.

151 Deterministic Models in Operations Research *(Statistics 181, OR 181)* (3). See course listings for Department of Statistics.

152 Nonlinear and Discrete Optimization (OR 182) (3). See course listings for Department of Operations Research.

157 Topics in Matrix Theory (3). Prerequisites, Math 137 or equivalent, or Math 147 or equivalent, and some knowledge of computer programming. Quadratic and Hermitian forms, Sylvester's theorem; applications to systems of differential equations; approximation of eigenvalues and eigenvectors; nonnegative matrices. Perron-Frobenius theorem; integer matrices with applications in combinatorics. Spring.

161 Actuarial Mathematics I (3). Prerequisite, Math 33. An introduction to the basic mathematical models of actuarial science. Deterministic and simple stochastic models of compound interest and life contingency theory are studied. Spring.

162 Actuarial Mathematics II (3). Prerequisites, Math 161 and Stat 126. The theory introduced in Actuarial Mathematics I is expanded to encompass more complex models of financial transactions and risks. Spring.

166 Introduction to Numerical Analysis (3). Prerequisites, Math 83 and some knowledge of computer programming. Iterative methods, interpolation, polynomial and spline approximations, numerical differentiation and integration, numerical solution of ordinary and partial differential equations. The subject matter of this course will include the material covered in the Society of Actuaries examination on numerical methods. Fall.

171 Numerical Computing *(COMP 151)* (3). See course listings for Department of Computer Science.

172 Mathematical Analysis in Numerical Computing *(COMP 152)* (3). See course listings for Department of Computer Science.

174 The Finite Element Method (3). Prerequisites, intermediate calculus and ordinary differential equations. Finite difference methods, Hermite interpolation, splines, variational methods, applications to boundary value problems associated with ordinary and partial differential equations.

175 Topics in Analysis (3). Prerequisites, Math 122 or consent of instructor. Topics may include linear spaces, convexity, mathematical programming, duality, algorithms, and other subjects related to the mathematical theory of optimization. Spring.

176 Topics in Algebra (3). Prerequisite, consent of instructor. Topics may include number theory, algebraic number theory, field theory, or algebraic geometry. Spring.

177 Topics in Geometry (3). Prerequisite, consent of instructor. Topics may include non-Euclidean geometries, linear geometry, finite geometries, convexity, polytopes, topology, and algebraic geometry. Spring.

180 Geometry of Curves and Surfaces (3). Prerequisite, advanced calculus. Topics include: (curves) Frenet formulas, isoperimetric inequality, theorems of Crofton, Fenchel, Fary-Milnor; (surfaces) fundamental forms, Gaussian and mean curvature, special surfaces, geodesics, Gauss-Bonnet theorem. Fall.

181 Introductory Topology (3). Prerequisites, Math 193 and 186 or permission of instructor. Topological spaces, connectedness, separation axioms, product spaces, extension theorems. Classification of surfaces, fundamental group and covering spaces. Spring.

185 Algebraic Logic I *(Philosophy 185)* (3). Prerequisite, Math 138 or Phil 101. Basic concepts in logic treated as a branch of mathematics. Topics may include: Boolean algebras, polyadic algebras, cylindric algebras, ultraproducts. Spring.

186 Linear Algebra (3). Corequisite, Math 138 or permission of instructor. Vector spaces, linear maps, determinants; commutative rings, algebras, polynomials; structure of operators; inner products. Fall.

190 Combinatorial Theory (3). Corequisite, Math 186 or permission of instructor. Foundations of combinatorial mathematics; partial orders, lattices, Moebius and incidence algebras, matching theory, Ramsey's theorem, permutation representations and Polya's theory of counting. Spring.

191 & 192 Introduction to Applied and Computational Mathematics I and II (3 each). Prerequisites, linear algebra, advanced calculus and knowledge of a computer language appropriate for mathematical programming. 191 is a prerequisite for 192. Basic mathematical concepts and computational procedures used in modelling and solving problems from science and engineering. Topics include equilibrium problems, approximation methods, numerical solution of differential equations, and numerical analysis.

193 Introductory Analysis (3). Prerequisite, advanced calculus. Elementary metric space topology; continuous functions; differentiation of vector-valued functions; implicit, inverse function theorem. Topics from: Weierstrass theorem; existence and uniqueness theorems for differential equations; series of functions. Fall.

195 Intermediate Probability *(Statistics 132)* (3). See course listings for Department of Statistics.

196 Complex Analysis (3). Prerequisite, Math 193. A rigorous treatment of complex integration, including the Cauchy theory. Elementary special functions, power series, local behavior of analytic functions. Spring.

197 Qualitative Theory of Differential Equations (3). Prerequisite, linear algebra and Math 193, or consent of instructor. Existence and uniqueness theorems, linear and nonlinear systems, differential equations in the plane and on surfaces, Poincare-Bendixson Theory, Liapouonov stability and structural stability, critical point analysis. Spring.

Department of Music

Ann M. Woodward, *Chair*

The Department of Music offers three curricula for undergraduates who major in music. The Bachelor of Arts provides a broad education in the liberal arts either with a more general training in music theory, music history and literature, and performance or with a concentration in music history consistent with majors in the other humanities. The Bachelor of Music degree puts emphasis on training in music performance or composition, backed by music theory, and history and literature, and balanced by as rich an experience in the liberal arts as the program will allow. The Bachelor of Music Education degree, administered through the School of Education, emphasizes music teaching and qualifies the student for the North Carolina Class A teaching certificate while also providing the requisite background in music theory, history and literature, and performance.

All three curricula include a basic core (25 hours) of music theory and history and literature courses (Music 18X, 19X, 31, 32, 37, 38, 51, 52, 53, and 54). In addition, the general B.A. requires Music 36a and 36b, Music 65, and two electives; the B.A. with a concentration in music history, five music electives (15 hours) with one additional music theory course (e.g., Music 64, 65) recommended, one 80-level elective consistent with the list of electives prepared each year; two electives at the 90-level or above (an honors paper might fulfill this requirement); and one additional music elective; the B.M., Music 36a and 36b, Music 65 and four electives; and the B.M.Ed., Music 36a and 36b, Music 67, 68, 72, 78, and vocal and instrumental techniques classes - voice, strings, piano, woodwinds, brass, and percussion (16 additional hours).

Each curriculum, except the B.A. in music history, also requires that students be involved in performance throughout all or most of their undergraduate residency, both through private instruction and practice and through participation in ensembles; in the B.A. in music history, it is strongly recommended that students continue their performing activities, and students may be advised to pursue further study of performance as their earlier experience may suggest, but credits earned in performance will not count as music electives.

Moreover, each curriculum includes General Education courses in Basic Skills and Perspectives, as outlined elsewhere in this catalog. Prospective music majors normally defer enough General College courses to permit them to begin major courses in the freshman and sophomore years.

Except for students in the B.A. in music history, the music requirements and credits are the same for each potential major in the normal freshman and sophomore years (Music 31, 32, 36a, 37, 36b, 38, and 51, plus four semesters of private instruction for two credits each and four semesters of large ensemble), but differences begin with the junior year. Although decisions in some cases can be made later without great penalty, students normally choose, in consultation with appropriate faculty, one of the programs before the end of the sophomore year. Students in the B.A. in music history may begin their course of study in either the freshman or sophomore year (Music 31 and 32).

The B.M. degree requires, among the curricula, the highest standards in performance or composition and accordingly offers the most credits for applied music (from the junior year, for the performance major, 3 credits for private instruction each semester; for the composition major, 3 credits for composition and related courses). The degree includes fewer courses outside of the major (fifty-eight hours plus physical education).

The B.M. Ed. degree offers fewer credits in applied music (2 credits for private instruction each semester), but includes professional education courses (Educ. 45, 54, 55/56, 57, 72, 74, 75/76, 77/78/79 (Student Teaching), 153, as well as at least twelve courses exclusive of music and education courses.

The general B.A. degree offers fewest credits in applied music (from the junior year, 1 credit for private instruction each semester), but provides a rich experience in the liberal arts and sciences (seventy-six hours plus physical education).

The B.A. degree in music history offers no credits in applied music, but it provides the richest academic experience in the liberal arts and sciences (eighty hours plus physical education) and music theory and music history and literature (forty hours).

Sample detailed four-year programs for all three degrees may be requested from the Music Department.

Honors in Music: Students interested in becoming candidates for a degree with honors in music should read the regulations governing the Honors Program in the College of Arts and Sciences and should consult the Honors Adviser of the department early in the junior year. Note, also, the freshman and sophomore Honors Program, as explained elsewhere in this bulletin.

Minor in Music History and Music Theory

Prerequisite: Music 31

Required courses: Music 32, two courses from the 51 - 54 sequence, and two electives from the following:

Music 37, 38, the remaining two courses from the 51 - 54 sequence, 64, 65, 95, 104, 161, or any 100-level course in music history (permission of the instructor needed for 64, 65, and 100-level courses).

Applied study and participation in performance activities are recommended but not required. Performance credits do not count toward the minor.

Minor in Music Performance

Prerequisite: Music 31

Required Courses:

One course in Music History from Music 51, 52, 53, or 54

One additional course from the following: Music 32, 37, 38, 51, 52, 53, or 54

(Note: If either Music 52 or Music 53 is chosen, the student is advised to take Music 32 first. Also Music 52 and 53 each require an additional lab, 18X or 19X respectively, for 0.5 credit hours.)

Performance: 10 credit hours in performance, including a minimum of 2 semesters of applied lessions (1 credit hour each) and a minimum of 2 semesters of credit in a large ensemble, such as band, choir, orchestra (1 credit hour each). Pianists and guitarists may substitute small ensembles as appropriate.

Lecture Courses in Music

18X Listening: 1550-1750 (0.5). Prerequisite for Music 52. Guided listening to music written between 1550 and 1750. Laboratories one and one-half hours weekly. Two examinations. Fall.

19X Listening: 1750-1875 (0.5). Prerequisite for Music 53. Guided listening to music written between 1750 and 1875. Laboratories one and one-half hours weekly. Two examinations.

20 Fundamentals of Music for Classroom Teachers (3). Not offered to music majors. Rudimentary theory and ear training, melody harmonization, keyboard and other instrumental facility, ensemble arranging. Incorporates latest trends of public school music in the curriculum. Whitaker.

21 Fundamentals of Music I (3). Notational and theoretical materials of music, with singing and keyboard skills developed. Intended for the nonmajor who wishes to learn to express musical ideas in clear, correct notational form. Fall and spring. Glassock, Whang, Wissick, and staff. (GC level Aesthetic/Fine Arts Perspective).

22 Fundamentals of Music II (3). Not offered to music majors. Prerequisite, Music 21 or the equivalent. A continuation of Music 21 with the addition of basic instrumentation and arranging. Fall and spring. Staff.

27 Honors, Seminar in the Fine Arts (3). Topics are announced. For nonmusic honors candidates; music majors admitted by permission of the instructor. Staff.

31 Theory-Musicianship I (3). An intensive introduction to the fundamentals of diatonic harmonies and melody. Techniques of harmonization, analysis, and part-writing as well as appropriate keyboard and sight-singing skills will be developed. For nonmajors by permission. Fall. Arauco, Green, Warburton. (GC level Aesthetic/Fine Arts Perspective).

32 Theory-Musicianship II (3). Prerequisite, Music 31. A continuation of Music 31, with special emphasis on chorale style, chromatic harmony, and modulation. Dictation is added to keyboard and sight-singing skills from Music 31. Spring, Arauco, Green, Warburton.

35 Jazz Theory (3). Prerequisite, Music 21. In this course the student builds an understanding of the musical elements of jazz. Students will receive instruction in scale/chord applications, functional jazz keyboard, and melodic/harmonic analysis. Fall, spring. Ketch.

36X Introduction to Keyboard Skills (1). A systematic approach to the keyboard through the acquisition of fundamental skills. Required for music majors who have had no formal keyboard training.

36A Keyboard Skills I (1). Application of music theory to keyboard techniques in playing harmonic progressions, in harmonizing melodies, and in realizing figured bass. Required for music majors. Spring. Miles, Rowan, Whang.

36B Keyboard Skills II (1). Prerequisite, Music 36A. Music 36B continues the development of keyboard skills established in Music 36A. Required for music majors. Fall. Miles, Rowan, Whang.

37 Theory-Musicianship III (3). Prerequisite, Music 32 with a grade of C or better. Analysis of music of the 18th and 19th centuries, with written exercises to be related to the works analysed. Continuation of keyboard, sight-singing, and dictation, related to the music studied. Fall, Arauco, Green, Warburton.

38 Theory-Musicianship IV (3). Prerequisite, Music 37. The course proceeds in the manner of Music 37, but it discusses the music of the 20th century. Spring. Arauco, Green, Warburton.

40 The Language of Music (3). Not offered to music majors. Introduction to the language of music. Students develop skills of score reading, vocabulary for communicating about music, discriminating listening habits and study several significant complete compositions. Reading knowledge of music desirable. Fall and spring. McKinnon, Nádas, Woodward. (GC level Aesthetic/Fine Arts Perspective.)

41 Survey of Western Music History (3). Students will study the history of style in Western Classical music from roughly 1500 to the present. Text comes with supporting tapes. Three papers on selected complete pieces. Fall, spring, summer. Finson, Andrews, McKinnon. (GC level Aesthetic/Fine Arts Perspective.)

42 Masterpieces of Music (3). Not for music majors. One major work of Western art music will be heard and discussed each week. Music vocabulary and background will be developed appropriate to comprehending each work. Fall and spring. Andrews, Finson, Haar, McKinnon. (GC level Aesthetic/Fine Arts Perspective.)

45 Introduction to Jazz (3). No prerequisite. An introduction to musical materials and the development of discriminating listening habits in conjunction with the study of the origins and the major stylistic developments of jazz, as well as its historical and cultural context. Fall and spring. Jackson, Ketch, Smith. (GC level Aesthetic/Fine Arts Perspective.)

46 Introduction to the Study of World Music (3). The study of music as a component of culture. Survey of selected music cultures including Native American, Northern Indian, Australian Aborigine, Ghanian, and black and white influences in modern popular music. Goertzen. (GC level Aesthetic/Fine Arts Perspective.)

51 Studies in Early Music, to 1550 (3). Music in its historical context and the developing musical language from the 6th century through 1550. Works by Landini, Dufay, Josquin, and others. Written papers and listening from a repertory list. Spring. Haar, Nadas.

52 Studies in Music History, 1550 - 1750 (3). Prerequisite, Music 18X. Topics include late-Renaissance polyphony, early opera, concerto, late-Baroque synthesis. Music by Palestrina, Monteverdi, Schuetz, Bach, and Handel. Fall. McKinnon, Schulenberg.

53 Studies in Music History, 1750 - 1875 (3). Prerequisite, Music 19X. Topics include Classicism, instrumental forms, opera, song, Romanticism, nationalism, and Wagnerism. Music by Mozart, Beethoven, Schumann, Liszt, Wagner, and Brahms. Spring. Andrews, Bonds, Finson.

54 Studies in Music History, 1875 - present (3). Topics include the crisis in tonality, the second Viennese school, neoclassicism, music after World War II. Music by Mahler, Debussy, Schoenberg, Stravinsky, and Bartok. Fall. Arauco, Hannay, Warburton.

60, 61, 62 Diction for Singers I, II, III *(1 each)*. Basic principles of diction for singers in English/Italian, German, and French. Introduction to diction through the use of International Phonetic Alphabet, which is presented first in the English/Italian course. Fall and spring. Milholin, Rhodes, Wing.

63 Jazz Improvisation (3). Prerequisites, Music 36, 38. Development of skills in jazz improvisation in a variety of styles. Instructor's permission required. Ketch.

64 Classical Form (3). Prerequisite, Music 38. The analysis and writing of forms in imitation of the Classical style. Spring. Green.

65 Counterpoint (3). Prerequisite, Music 38. The study of two-, three-and four-part counterpoint either in the style of Palestrina, the style of Bach, or twentieth-century idioms to be designated according to need. Fall. Arauco, Haar, Schulenberg.

66 Introduction to Composition (3). Prerequisite, Music 38. The study of compositional techniques and the development of individual creative styles through imitative and original writing. May be repeated for credit. Fall and spring. Hannay.

67 Instrumentation (3). Practical exercises in scoring and arranging for various combinations from single instrumental choirs to full concert orchestra, with trial group performances. Fall. Jackson, Wissick.

68 Conducting (2). Basic conducting techniques, score reading, and music performance evaluation for choral and instrumental groups. Spring. Glassock, Kalam.

69 Jazz Arranging (3). Prerequisite, Music 21. In this course the student acquires the methodology and techniques for writing arrangements for both small and large jazz ensembles. Fall, spring. Ketch, Jackson.

70, 71 Piano Pedagogy I and II *(3 each)*. Prerequisite, 2 years of piano instruction at the college level. I: Problems, materials, and methods in teaching beginning piano to children. II: Problems, materials, and methods in teaching piano to older students of high school and early college age. (Primarily for B.M. and B.M.Ed. candidates.) Fall and spring. (Alternate years.) Miles.

72, 73 Keyboard Skills: Music Education *(1 each)*. Prerequisite, Music 36B. Development of skills in harmonization, improvisation, and transposition, especially for music education students. Fall and spring. Staff.

78 Conducting Practicum (2). Prerequisite, Music 68. Continued study of conducting techniques, score reading, rehearsal techniques and procedures. Practical experience working with UNC student ensembles. Fall. Huff, Kalam.

80 Masters of Jazz (3). Prerequisites, 21, 31, or 45. The music of Armstrong, Ellington, Parker, Davis, and Coltrane. Technical, historical, and social issues are examined through score and transcription study, readings, guided listenings, lectures, discussions, videos, and performances. Spring. Ketch.

81 History of American Popular Song (3). Nonmajors only. Changing societal mores and the blending of immigrant cultures are viewed through the medium of American Popular Song from roughly 1750 - 1960. Fall or spring. Finson.

82 Bach and Handel (3). The culmination of Baroque music, emphasizing Bach's cantatas, concertos, organ music and instrumental music, and Handel's oratorios and operas in their cultural contexts. Fall or spring. McKinnon, Schulenberg.

83 Haydn and Mozart (3). The high point in Viennese music of the late 18th century, emphasizing Haydn's symphonies and quartets and Mozart's operas and piano concertos. Fall or spring. Andrews, Bonds, Haar.

84 Beethoven and his Era. Beethoven's music will be studied in the context of social structures and concepts about artists during Beethoven's lifetime. Fall or spring. Harr, Finson, Bonds.

85 Musical Modernism. Lectures will emphasize audible features evident in the work of diverse composers characteristic of modern style. Relationships to art and popular music will be considered. Fall or spring. Arauco, Warburton.

86 Black and White American Music (3). How African- and European-derived elements have mixed to form the principal genres of American folk music. Spring. Goertzen.

87 Music in the Theatre (3). An introduction to music in its relationship to drama, especially the development of opera and related genres. Study of selected works from different periods and styles. Andrews, Rhodes.

88 The Orchestra and Its Music (3). Nonmajors only. Study of the symphony orchestra, its instruments, its historical development from the mid-eighteenth century to the present, and the music it plays, including selected works of a variety of styles. Andrews, Wissick, Finson.

89 Studies in Music Literature (3). More intensive study of a selected body of music literature. Topics, to be announced in advance of each semester's offerings, might include: Twentieth-Century Music, the String Quartet, Romantic Opera, and others according to demand and faculty availability. Staff.

90 Senior Seminar (3). For music majors. Topics vary: a composer, a genre, or specific music of an era. Historical, theoretical, or performance problems in the music selected for study. Oral presentations, term paper. Staff.

95 Studies in Jazz History (3). For music majors; others by instructor's permission. Emphasis on selected jazz styles, influences, and history. Critical listening, readings, discussion. Ketch.

98 Special Studies for Undergraduates (3). Intensive study on a particular topic under the supervision of a qualified member of the staff. For music majors, with special permission of the department. Fall and spring. Staff.

99 Honors Project in Music (3). The completion of a special project, approved by the department, by a student who has been designated a candidate for undergraduate honors. Fall and spring. Staff.

101 Resources and Methods of Musicology (3). Introduction to the scope, methodology, and bibliography of musicology. Extensive use of music library, preparation for advanced seminars, and sound research procedures are stressed. Fall. Bonds, Nádas.

102 Survey of Musical Scores (3). Survey of the chief styles of music history with emphasis on methods of analysis, examination of representative scores, written exercises, and related readings. Warburton.

103 Introduction to Asian Music (3). A survey of the traditional and folk music of the major civilizations and the island cultures of Asia. Methods, resources, and philosophies of ethnomusicology will also be considered.

104 Folk Music of Europe and the New World (3). A study of folk music in European countries, emphasizing similarities in the British Isles and southern United States.

110 Advanced Musicianship I (3). Advanced study in sight-singing (including techniques related to solege, reading in clefs), dictation and keyboard (including figured bass, harmonization, improvisation, and score reading). Fall and spring. Arauco, Schulenberg, Warburton.

111 Advanced Musicianship II (1.5). Prerequisite, Music 110 or equivalent. Continued advanced study in musicianship skills, including score reading at the keyboard, clefs and transpositions, dictation, rhythmic and ear training. Fall. Kalam.

112 Advanced Musicianship III (1.5). Prerequisite, Music 111. Further advanced study in musicianship skills, including score reading, dictation and ear training. Emphasis will also be placed on approaches to score analysis and performance. Spring. Kalam.

114 Twentieth-Century Harmonic Techniques (3). Prerequisite, Music 38. Hannay.

121 Women in Opera *(WMST 121)* (3). An examination and exploration of women's changing roles, onstage and behind the scenes, in the 400-year history of opera; the influence of women on the course of opera. Rhodes.

132 Folk and Popular Music of Latin America *(FOLK 103)* (3). Folk and popular music of Latin America in cultural context, emphasizing Mexican song traditions, music of Andean highland Indians, and West African-derived genres. Music literacy not a prerequisite. Spring. Goertzen.

133 Folk, Popular and Art Music in 19th-Century America *(FOLK 107)* (3). How identities of and changes in selected genres of folk, popular, and art music illustrate social, racial, and economic aspects of 19th-century America. Music literacy not a prerequisite. Fall. Goertzen.

134 Music in Twentieth-Century American Culture (3). How technological, societal, and aesthetic factors shaped American folk and popular music (and to a lesser degree art music) in the age of mechanical reproduction. Music literacy not a prerequisite. Spring. Goertzen.

135 American Music (3). Its growth and development from the early colonies to the present. Warburton.

136 Performances Practices (3). Problems of rhythm, ornamentation, articulation, and expression in both instrumental and vocal music, with emphasis on the period from 1550 - 1825 and practical applications in an informal collegium musicum. Luby, Schulenberg, Bonds, Wissick.

140 Oratorio (3). Study of the development of the genre from its origin to the present, with emphasis on the seventeenth and eighteenth centuries, the period of its most active cultivation.

141 The Madrigal (3). Its international flowering especially at the peak of music's Renaissance Era. Haar.

142 Opera (3). A survey of the types, national and international trends, conflicts, and chief masterworks from opera's beginning around 1600 to the present. Andrews, Finson, Nadas.

144 Art Song (3). A study of the development of this genre, especially during its great flowering in the Lieder, mélodies, and other national types of the nineteenth century. Zenge.

147 The Symphony (3). The growth of the symphony as an independent orchestral genre, especially in the masterworks from the mid-18th century to the present. Andrews.

148 Keyboard Music (3). A historical survey that follows either stringed keyboard music through the harpischord, clavichord, and piano, or organ music in its successive stages. Zenge.

149 Genre Studies (3). Other specific surveys of genres, forms, and styles of music in keeping with Music 140 - 148. Staff.

150 Franz Joseph Haydn (3). The man and his times, his music and its styles. Andrews, Bonds.

151 J. S. Bach (3). With special attention alternately to the vocal and the instrumental works. Schulenberg.

152 Mozart (3). Andrews, Haar.

153 Beethoven (3).

154 Handel (3).

155 Brahms (3).

156 Wagner and Verdi (3).

157 Debussy and Ravel (3). Warburton.

158 Stravinsky and Schoenberg (3). Hannay, Warburton.

159 Composer Studies (3). Other specific surveys in keeping with 150 - 158.

160 Pedagogy of Theory (3). Prerequisite, Music 38, or permission of the instructor. Techniques of teaching: evaluation of current books, scores and anthologies covering all aspects of sight-singing, keyboard, analysis, and written approaches to harmony and counterpoint. Practical classroom experience. Hannay.

161 Structural and Stylistic Analysis (3). Studies in the problems and techniques of musical analysis. Arauco, Green, Warburton.

162 Orchestration (3). Practical orchestral scoring with emphasis on understanding and imitating historical styles from Mozart through Ravel. Fall. Hannay.

163 Instrumental Arranging (3). Exercises in arranging for various combinations of woodwind, brass, and percussion instruments, with practical application.

164 Choral Arranging (3). Theory and practice of arranging music for voice in all standard choral combinations with emphasis on historical traditions and stylistic differences.

165 Survey of Contrapuntal Techniques (3). Renaissance, Baroque, and early 20th century; analysis and imitative writing. Haar, Warburton.

166 Composition (3). Prerequisite, Music 66. Original compositions in various forms. May be repeated for credit by composition majors. Fall and spring. Hannay.

167 The Electronic Studio (3). Limited to majors in the Division of Fine Arts, with permission of the instructor. An introduction to the technical aspects of electronic music, including familiarization with synthesizers. Hannay.

168 Basso Continuo (3). Practical and historical studies in styles of keyboard realizations of basso continuo. Development of keyboard skill.

171 Instrumental Performance Repertoire (3). Survey of solo and ensemble literature. Emphasis may vary among brass, percussion, strings, woodwinds.

172 Lieder Practicum (3). Analysis and performance study of German art song with emphasis on textual factors and accompanying skills. Permission of instructor required. Zenge.

173 Opera Direction Practicum (3). Practical experience in opera direction.

174 Church Music Practicum (3). Practical study of church music; church year, hymnody, chant, Roman, Anglican, Protestant services, organ improvisation, and related problems.

175, 176 Advanced Conducting I and II *(3 each)*. Prerequisite, Music 78. Fall and spring. Kalam, Klebanow.

Applied Music Requirements and Credits

All study of applied music in the Department of Music, both individual and group, has a fourfold purpose: (1) full training in the skills and techniques of the particular instrument or voice, (2) broad exploration into its literature, (3) application of principles and stylistic approaches introduced in the theory and history courses, (4) varied experience in public performance. However, the system of applied music credits differs with each curriculum, in keeping with different requirements, emphases and standards.

Class instruction in applied music for non majors will be given as the demand warrants, with one and one-half hours of class instruction weekly, plus daily practice. One hour credit is given for each semester. One hour per week of individual instruction throughout a semester earns one semester hour credit for nonmusic majors, music majors in an area which is not the student's main performance medium, and A.B. music majors beginning with the junior year. One hour per week of individual instruction in the main performance medium earns two semester hour credits for all music majors in the freshman and sophomore years, and for B.M. Ed. majors throughout their undergraduate study. (B.M. Ed. majors do not usually take private instruction in the last semester of the senior year when practice teaching.) One hour per week of individual instruction in the main performance medium earns three semester hour credits for B.M. majors beginning with the junior year. B.M. majors must give both junior and senior recitals. One-half hour per week of individual instruction is possible for nonmajors and for music majors in a minor performance medium and earns one-half semester hour credit.

The appropriateness of any student's study at a particular level is determined by audition before or at the time of enrollment and by jury examination at the end of the term. Every freshman music major and all nonmusic major students will enroll for individual instruction with credit under Music 1 - 6. To continue as a music major beyond the freshman year, a grade of "C" or better is required in the last freshman semester. After the first year, music majors will enroll under Music 11 - 16.

B.M. candidates must enroll throughout their undergraduate residency for at least one hour per week of individual instruction in the main performance medium. B.A. candidates must so enroll for at least four semesters of major level work after the freshman year, and B.M. Ed. candidates for five. B.M. candidates will participate in ensembles for eight semesters; B.M. Ed. candidates, seven semesters; and B.A. candidates, four semesters. Pianists will meet part of these requirements through studio accompanying, as directed by the chairman of the piano department. Pianists will include at least two semesters of choral ensemble. Instrumentalists, with the exception of keyboard and guitar majors, will satisfy ensemble requirements through participation in orchestra or symphonic band. A music major may enroll for individual instruction in other instruments, or class instruction in applied music, or other ensembles, depending upon his or her abilities, needs, interests, and available time.

Instruction in Applied Music

Instruction for academic credit in voice, piano, and most other instruments is available to University students with fees as described below. Music majors are given priority, but non-majors are also welcomed, subject to the limits of available faculty time.

All students must enroll during the regular University registration period at the beginning of each term. For University students there are two important procedures: 1.

Registration for academic credit is done in the manner as for other classes in the University (i.e., by, registration or "drop-add" with the student's adviser, dean and the registration office). 2. Procedures leading to billing and assignment to a teacher are initiated in the Music Office in Hill Hall.

Music fees are paid during the registration period. When the Music Office receives a receipt, the student will be allowed to begin lessons.

University students who are not music majors may receive 0.5 semester hours credit for one half-hour lesson per week during the semester, or one hour credit for one hour lesson (or one and one-half hours of class lesson) per week during the semester.

Applied Instruction Fees (per semester)

One hour private lesson (or one and one-half hours of class lesson) per week	$210.00
One half-hour lesson per week	$110.00

Practice Room and Facilities Fees (per semester)

Music majors enrolled for private instruction	
Piano, organ, and percussion majors	$45.00
Voice Majors	$35.00
All other majors	$25.00
Others enrolled for applied instruction	
Piano, organ, harp and percussion (one hour per day)	$ 35.00
Voice (one hour per day)	$25.00
All other (one hour per day)	$15.00

Other Fees

Instrument rental, any instrument, for one semester	$30.00
Padlock rental, duration of student's stay in the department	$5.00

Note: The schedule of fees is subject to change each year.

Applied Music Teachers

Piano: Miles, *Chair.* Rowan, Whang, Zenge.
Organ: Schulenberg.
Harpsichord: Schulenberg.
Voice: Wing, *Chair.* Milholin, Rhodes.
Strings: Wissick, *Chair.*
  Violin: Arnett, Luby
  Viola: Woodward
  Violoncello: Wissick
  Bass: Link
  Guitar: Stewart
  Harp: Burroughs-Price
Wind, Brass, and Percussion Instruments: Smith, *Chair.*
  Flute: Smith
  Oboe: Wilsden
  Clarinet: Oehler
  Saxophone: Oehler
  Bassoon: Pederson
  Horn: Halverson
  Trumpet: Ketch
  Trombone: Jackson
  Tuba: Lewis
  Percussion: Glassock

Applied Music Courses

Individual instruction for one hour or one half-hour per week, each semester, is available in voice and most instruments, subject to the limits of available faculty time, with fees and variable credit as described above. A large variety of ensembles is open to students subject to approval of the conductor after audition. Undergraduates receive one hour of credit per semester for each ensemble course.

Applied Music Courses are designated as follows:

1A - Piano
1B - Organ
1C - Harpsichord
1Z - Class Piano
2 - Voice
2Z - Class Voice for B.M.Ed. majors
3A - Violin
3B - Viola
3C - Violoncello
3D - String Bass
3E - Harp
3F - Guitar
3Z - Class Strings for B.M.Ed. majors
4A - Flute
4B - Oboe
4C - Clarinet
4D - Saxophone
4E - Bassoon
4F - Recorder
4Z - Class Woodwinds for B.M.Ed. majors
5A - French Horn
5B - Trumpet
5C - Trombone
5D - Tuba
5Z - Class Brass for B.M.Ed. majors
6 - Percussion
6Z - Class Percussion for B.M.Ed. majors
7A - University Symphony
7B - Chamber Orchestra
7C - Symphonic Band
7D - New Music Ensemble
7E - Jazz Lab Band
7F - Brass Chamber Ensemble
7G - Woodwind Chamber Ensemble
7H - String Chamber Ensemble
7J - University Chamber Players
7K - Piano Ensemble
7L - Marching/Pep/Lab Band
7M - Guitar Ensemble
7N - Percussion Ensemble
7P - Concert Band
8A - Carolina Choir
8B - University Mixed Chorus
8C - University Chamber Singers
8D - Men's Glee Club
8E - Opera Theatre
8F - Women's Glee Club
8G - Collegium Musicum
10R - Recital (Required for music majors)
11A - Piano Major
11B - Organ Major
12 - Voice Major
13A - Violin Major
13B - Viola Major
13C - Violoncello Major
13D - String Bass Major
13E - Harp Major
13F - Guitar Major
14A - Flute Major
14B - Oboe Major
14C - Clarinet Major
14D - Saxophone Major
14E - Bassoon Major
15A - French Horn Major
15B - Trumpet Major
15C - Trombone Major
15D - Tuba Major
16 - Percussion Major

Department of Naval Sciences

Captain Robert B. Avery, USN, *Chair*

Since its commissioning in 1941, the Naval ROTC unit of The University of North Carolina at Chapel Hill has commissioned hundreds of officers into the Navy and the Marine Corps. The proud tradition established at Chapel Hill is highlighted by the fact that at one time only the Naval Academy had commissioned more Naval Officers than this University.

The purpose of the Naval Reserve Officers Training Corps is to provide a source of highly qualified officers to serve on ships, as Aviators, Submariners, or in the Marine Corps. Additionally, the NROTC Program offers scholarships for students pursuing a degree in nursing. Students (Midshipmen) who obtain a baccalaureate degree and who satisfy academic and physical requirements are commissioned as either an Ensign in the Navy or Second Lieutenant in the Marine Corps. Nursing degree students receive an Ensign commission in the Navy Nurse Corps. Students may participate in NROTC in one of two programs, the NROTC Scholarship or the NROTC College Program.

NROTC Scholarships provide for books, fees, tuition, uniforms, and a monthly allowance of $100. Students participating in the College Program receive their NROTC books, uniforms, and a monthly allowance of $100 during the junior and senior years. A major advantage of the College program is the excellent opportunity to win two- and three-year NROTC Scholarships.

Regardless of enrollment category, many things are common to both programs:

A. Most Naval Science courses are accredited.
B. No military obligation is incurred until the sophomore year for Scholarship Midshipmen and until the junior year for College Program Midshipmen.
C. The benefits of a Navy Scholarship are not affected by other types of financial aid for which a student may qualify.
D. All Midshipmen who successfully complete program and graduation requirements receive commissions as officers in the Navy or Marine Corps.
E. Applicants are considered without regard to race or sex.

Midshipman Life

Maximum attention is dedicated to ensuring that each Midshipman leads a full and productive university life. Midshipmen are encouraged to participate on university athletic teams as well as in campus politics, fraternities, dormitories, intramurals, sororities, and other organizations. Additionally, Midshipmen are provided an outstanding opportunity to examine and experience many alternative career patterns, social events, and experiences through field trips, summer cruises, and the Midshipman military organization.

NROTC Program

Midshipmen take the same basic Naval Science courses and laboratories in the first two years. This involves a combination of Naval Science courses and a selection of Peace, War, and Defense Curriculum courses designed to provide a well-rounded individual to commissioned service. During the junior and senior years, students who desire a commission in the Marine Corps take Naval Science 53 and 54 in place of Naval Science 51, 52, 61, and 62. Midshipmen pursuing a nursing degree participate in an abbreviated NROTC curriculum.

Further information regarding application for and admission in The UNC-Chapel Hill Naval ROTC may be obtained by visiting the Naval Armory on campus, or addressing an inquiry to the Professor of Naval Science, CB# 3325, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3325 or by calling (919) 962-1198/2344. Further information regarding the national Naval ROTC program is available from any Navy or Marine Recruiting Station or any established Naval or Marine Reserve Unit.

31 Introduction to Naval Science *(PWAD 31)* (0). Fundamental orientation to Naval service emphasizing the mission, organization, regulations, customs and traditions, broad warfare components, and major challenges facing Naval/Marine Corps officers. Fall. Staff.

32 Naval Ships Engineering Systems *(PWAD 32)* (3). An introductory course and survey of ship design, characteristics, propulsion (including nuclear power) and control systems, and the principles of ship stability. Spring. Staff.

41 Naval Weapons Systems *(PWAD 41)* (3). A descriptive survey course in engineering aspects of ships weapons guidance, control, and propulsion systems and characteristics of ships weapons systems. Fall. Staff.

51 Navigation *(PWAD 51)* (3). A comprehensive study of the theory, principles, and procedures of ship navigation, movements, and employment. Course includes spherical trigonometry, mathematics, analysis, study and practices, spherical, triangulation, sextants, navigation publications, and report logs. Covers rules of the road, lights, signals, and navigational aids, including inertial systems. Fall. Staff.

51L Navigation Laboratory *(PWAD 51L)* (1). Corequisite, NAVS 51. Practical application of the theories and principles of Navigation as presented in the lecture series. Fall. Staff.

52 Naval Operations *(PWAD 52)* (4). Prerequisite, NAVS 51 or permission of chairman. Continuation of Naval Science 51. Spring. Staff.

52L Naval Operations Laboratory *(PWAD 52L)* (0). Corequisite, NAVS 52. Practical application of the theories of Naval Operations as presented in the lecture series. Spring. Staff.

53 Evolution of Warfare. *(PWAD 53)* (3). Survey of the evolution of warfare through the study of selected campaigns and classic battles, with special emphasis on the principles of war, the military impact of leadership, and the evolution of tactics, weapons, and weaponry. Fall. Staff.

54 Amphibious Warfare *(PWAD 54)* (3). A survey of the projection of sea power ashore, with special emphasis on the evolution of an innovation in amphibious warfare in the 20th century, through the study of historical amphibious landings and campaigns. Spring. Staff.

55L Marine Option Naval Science Laboratory *(PWAD 55L)* (0). One laboratory hour per week designed to introduce topics and activities relevant to the professional development of the prospective Marine Corps Officer. Required for Marine Option 2/C. Fall and spring. Staff.

61 Naval Leadership and Management Part I *(PWAD 61)* (1). A study of organizational principles, management theory, and leadership styles as they apply in the Navy and Department of Defense. Fall. Staff.

62 Naval Leadership and Management Part II *(PWAD 62)* (0). Culminating leadership course in NROTC curriculum, emphasizing skills and abilities for the competent commissioned officer in areas of human resources and materials management. Spring. Staff.

70L Naval Science Laboratory *(PWAD 70L)* (0). Meets once a week to provide supplemental military training including close order drill, physical fitness, inspections, guest lectures, and leadership training. Required of all NROTC students each semester. Fall and spring. Staff.

Department of Operations Research

Shaler Stidham, Jr., *Chair*

Operations Research is concerned with the process of decision making for the purpose of optimal resource allocation. The spectrum of related activities includes basic research in optimization theory, development of deterministic and stochastic mathematical models as aids for decision making, and application of these models to real world problems. The principal steps in this type of mathematical modeling consist of analyzing relationships that determine the probable future consequences of decision choices and devising appropriate measures of effectiveness in order to evaluate the relative merits of alternative actions. During the past thirty years, operations research has developed into a discipline whose methods of analysis are regularly employed in many diverse industries and governmental agencies.

The Department of Operations Research offers instruction and conducts research in all principal areas of operations research. Undergraduates who plan to do graduate work in operations research are encouraged to major in mathematics or mathematical sciences and include the courses listed below as part of their programs of study. For students who wish to become familiar with the use of quantitative models for decision making but do not plan graduate work in operations research, the department offers ORSA 40.

40 Introduction to the Decision Sciences (3). Prerequisite, Mathematics 22 or equivalent. Formulating and solving problems in decision making using mathematical models. Includes topical examples and introduction to concepts such as optimal allocation of a limited resource, decisions under uncertainty, risk, expected return. Three lecture hours per week. Fall. Staff.

181 Deterministic Models in Operations Research *(Mathematics 151)* (Statistics 181) (3). Prerequisite, Mathematics 147. Linear, integer, nonlinear and dynamic programming, classical optimization problems, network theory. Fall. Staff.

183 Stochastic Models in Operations Research (3). Prerequisite, Biostatistics 160/Statistics 126. Introduction to Markov chains, Poisson process, continuous-time Markov chains, renewal theory. Applications to queueing systems inventory, and reliability, with emphasis on systems modeling, design, and control. Spring. Staff.

Department of Pathology

Joe Wheeler Grisham, *Chair*

Pathology is the study of disease, its causes, development, and consequences. It is concerned with basic mechanisms of disease processes (pathobiology), and their structural/functional manifestations. It combines the tools and the basic knowledge from many disciplines, such as biochemistry, genetics, immunology, molecular biology, and clinical sciences, to clarify the cause (etiology), natural course (pathogenesis), and diagnosis of disease.

90 Pathology for Physical Therapy Students (3). Prerequisites, anatomy, histology, and physiology. A series of lectures and demonstrations of pathologic processes. Four and a half lecture and laboratory hours and two laboratories a week. Fall. Geratz.

162 Experimental Pathology. Hours, credits, and instructor to be arranged on an individual basis. This course involves hands-on research experience in a predetermined instructor's laboratory. Students have the opportunity to learn and apply specific techniques and to participate in investigations of molecular mechanisms responsible for disease processes (pathobiology).

178 DNA Replication, Recombination, and Repair (2). Prerequisite, Biochemistry 100. The course will examine the molecular biology of DNA replication, recombination, and repair as these processes occur in human cells. Spring 1990 and alternate years. Kaufmann.

179 Human Pathobiology (3). Prerequisite, permission of instructor. This course is an introduction to the pathological basis of disease and will examine etiologies of human diseases such as atherosclerosis and cancer with emphasis on both pathological and biological features. Three lectures. Spring 1991 and alternate years. Kaufmann.

195 Fundamentals of Cancer Biology *(Epidemiology 195)* (3). A survey of basic information on the biology of cancer. It is designed for students and health professionals interested in an overview of current information on cancer development. Three lectures per week. Fall 1992. Staff.

197 Fundamentals of Clinical Oncology *(Epidemiology 197)* (3). Overview of clinical management, diagnosis, and treatment of cancer. It is directed to students and health professionals interested in the interdisciplinary aspects of cancer. Three lecture hours per week. Spring 1992. Staff.

Curriculum in Peace, War, and Defense

Richard H. Kohn (History), *Chair*. *Advisory Committee:* Professors Robert B. Avery (Naval Science), Bernard R. Boxill (Philosophy), E. Willis Brooks (History), Cori Dauber (Communication Studies), Peter B. Guild (Military Science, Duke University, Associate Member), Howard Harper (English), Don Higginbotham (History), Eric Mlyn (Political Science), Lars Schoultz (Political Science), Dietrich Schroeer (Physics and Astronomy), Michael T. Smiley (Aerospace Studies), Russel Van Wyk (History); Writer-in-Residence Thomas B. Buell; Visiting Scholar Christina Beltran.

An Overview of the Curriculum

Peace and war are among the oldest dreams and most difficult challenges of human experience. The curriculum brings together faculty and courses from many disciplines to provide undergraduates with a wide range of approaches to the fundamental issues of human conflict and national and global security and defense.

Recently revised to reflect changes in world affairs and the academic strengths of the University, the curriculum introduces majors to interdisciplinary perspectives with a core of three courses, including "The Ethics of Peace, War, and Defense" (Philosophy 42) and "Peace and War" (History 89). A flexible program of electives permits majors then to concentrate in one of three topical areas: The Culture of Peace and War; National and International Defense and Security; and The Evolution of Warfare. In addition to course work, the curriculum sponsors guest speakers and field trips, and provides majors with help and advice on internships and career planning.

The curriculum prepares majors for graduate work in several of the humanities and social sciences, for a variety of professional schools, and for a wide range of employment. Graduates have found employment with federal agencies, state and local governments, banks, and other businesses. Others have attended graduate and professional schools in government, history, international relations, and law. The strength of the curriculum is its broad, interdisciplinary perspective combined with its depth of focus on topics that span the range of human experience across time and national boundaries, from science and technology to ethics and public policy.

The curriculum's offices are on the fourth floor of Hamilton Hall, where visitors and members of the University community are always welcome. Prospective majors should visit the chair of the curriculum as soon as they become interested.

Bachelor of Arts with a Major in Peace, War, and Defense

General College: all General College requirements must be met. Majors should consider, in fulfilling General College requirements, the following courses as helpful preparation for the curriculum: Anthropology 41; Economics 10; History 16, 17, 18, 21, 22; Mathematics 22; Philosophy 22, 37; Political Science 41, 52, 86; Psychology 10; Sociology 10; and Statistics 11.

The Major: A minimum of nine courses (27 hours) from the curriculum's offerings as follows.

A. Core Requirement: Peace, War, and Defense 68 (Philosophy 42, "The Ethics of Peace, War, and Defense"); Peace, War, and Defense 78 (History 89, "Peace and War"); and at least one course chosen from Peace, War, and Defense 86 (Political Science 86, "World Politics and International Relations"), Peace, War, and Defense 141 (Political Science 141, "Theories of War and Peace"), Peace, War, and Defense 149 (Political Science 149, "Defense Policy and National Security"), or Peace, War, and Defense 162 (Speech Communication 162, "War and Culture").

B. Concentration Requirement: Four courses (no more than three from any one discipline) from one of the following areas:

1. The Culture of Peace and War
   Engl 196A Images of War: First World War
   Engl 196B Images of War: America in Vietnam
   Hist 102A Ancient Greek Warfare
   Hist 71 The Vietnam War and American Society
   Poli 138 Power, Morality, and Foreign Policy
   Poli 147 Contemporary Inter-American Relations
   Poli 153 Constitutional Policies and the Judicial Process
   Reli 120 Religion and Nationalism
   Russ 75 Literature of Bolshevik Revolution
   Soci 143 Conflict and Bargaining
   Spch 62 Rhetoric of War
   Spch 162 War and Culture

2. National and International Defense and Security
   Econ 161 International Economics
   Geog 20 World Regional Geography
   Geog 153 Political Geography
   Hist 141 International Relations, 1870-1919
   Hist 142 International Relations, 1919-present
   Hist 152 U.S. Foreign Relations, 1919-present
   Phys 84 Science, Technology, and the Arms Race
   Poli 71 Public Policy Analysis
   Poli 82 Evolution of the International System
   Poli 86 International Relations and World Politics
   Poli 87 Latin America and U.S. in World Politics
   Poli 138 Power, Morality, and Foreign Policy
   Poli 141 Theories of War and Peace
   Poli 144 American Foreign Policy
   Poli 147 Contemporary Inter-American Relations
   Poli 149 Defense Policy and National Security
   Reli 120 Religion and Nationalism

3. The Evolution of Warfare
   Hist 63 History of Sea Power
   Hist 68 American Military History, to 1903
   Hist 69 American Military History, 1903-Present
   Hist 71 The Vietnam War and American Society
   Hist 102A Ancient Greek Warfare
   Hist 127B War and Society in Early Modern Europe
   Hist 146 Revolution and Nation-Making in America
   Phys 84 Science, Technology, and the Arms Race
   Poli 86 International Relations and World Politics
   Poli 141 Theories of War and Peace
   Poli 149 Defense Policy and National Security
   Psyc 94B Psychological Consequences of Warfare

C. Minor Requirement. Two courses selected from the two subject areas not chosen for the concentration in B above.

Any course numbered 90 to 99 in Peace, War, and Defense may be substituted for courses in the major with the permission of the chair.

Courses

60 Rhetoric of War and Peace *(Communication Studies 62)* (3). Explores philosophical assumptions and social values expressed by advocates of war and peace through a critical examination of such rhetorical acts as speeches, essays, film, literature, and song.

63 History of Seapower *(History 63)* (3). The influence of seapower on international affairs, including an overview of naval history, the development of American sea power, its current status, and its modern world impact. Spring.

68 The Ethics of Peace, War, and Defense *(Philosophy 42, Political Science 68)* (3). Authority of the state and ethics of its acts; pacifism and national defense; the ethics of revolution; the moral problems of war in the nuclear age; the moral conditions of peace. Fall. Boxill.

69 Personality and Political Aggression *(Political Science 69)* (3). Personal origins of political aggression, their expression at the group and individual level, possibilities for limitations by public policy. Fall. Stern.

75 The Image of the Bolshevik Revolution in Soviet Literature *(Russian 75)* (3). Russian poems, fiction, and plays depicting the Bolshevik Revolution of 1917-1921 offer a personal view of the Revolution as seen by the participants. The course should help in understanding the true causes and consequences of the Revolution. Lectures and readings in English. Spring. Mihailovich.

76 American Military History to 1903 *(History 68)* (3). The American military experience from colonial experience in the twentieth century. Major themes include the problem of security, the development of military policies and institutions, and the way in which the country waged and experienced war. Fall. Kohn.

77 American Military History, 1903 to the Present *(History 69)* (3). Survey of America's military experience in the twentieth century, focusing on national security policy, military institutions, World Wars I and II, the Cold War, the Korean and Vietnam Wars, and recent interventions. Spring. Kohn.

78 Peace and War *(History 89)* (3). The emphasis will be historical, with conceptual tools from other disciplines used when appropriate. Theoretical explanations, militarism, the international system, internal order, and the search for peace will be among the topics. Spring. Brooks.

84 Science, Technology, and the Arms Race *(Physics 84)* (3). The effect of modern scientific-technological developments on military strategy. Topics include nuclear weapons and their effects; arms control; nuclear and chemical-biological weapons proliferation; conventional high-technology weapons. Fall. Schroeer.

86 International Relations and World Politics *(Political Science 86)* (3). The analysis of politics among nations. Fall and spring. Chi, McKeown, Obler, Scott.

90 Seminars in Peace, War, and Defense (3). Seminars on aspects of peace, war, and defense. Past topics have included arms control, public opinion and national security, and the Cold War. Staff.

91 Honors in Peace, War, and Defense (3). Directed research, on an independent basis, for majors who are preparing an honors thesis and for the oral examination on the thesis. Spring. Staff.

92 Honors in Peace, War, and Defense (3). Directed research, on an independent basis, for majors who are preparing an honors thesis and for the oral examination on the thesis. Spring. Staff.

93 Directed Readings in Peace, War, and Defense (3). Intensive directed readings on a facet of peace, war, and defense. Open to majors in PWAD and to other qualified students. May be taken only once. Fall and spring. Staff.

106 Ancient Greek Warfare *(History 102A)* (3). War and the warrior in the archaic and classical Greek world, seventh - fourth centuries B.C. Fall or spring. McCoy.

118 The Vietnam War and American Society, 1940-1975 *(History 71)* (3). A study of the origins and course of American involvement in Vietnam including the strategy, technology, and effect of the war on American Society, 1940-1975. Fall or spring. Hunt.

120 Religion, Fundamentalism, and Nationalism *(Religion 120)* (3). An exploration of explosive combinations of religion and politics in the Iranian revolution, the Palestinian movement, Hindu nationalism in India, and Christian fundamentalism in America. Spring. Ernst.

121 Southern Africa *(African Studies 120)* (3). Prerequisite: African Studies 40 or equivalent. Study of the history, politics, and economic development of Southern Africa in the twentieth century. Fall. Nyang'oro.

127B War and Society in Early Modern Europe *(History 127B)* (3). A critical examination, from the Renaissance to the eve of the French Revolution, of the changes in European land and Naval warfare and their impact on society and government. Fall or spring. McIntosh.

138 Power, Morality, and Foreign Policy. *(Political Science 138)* (3). Prerequisite: Political Science 86. To what extent can, and should, moral concerns be integrated into national foreign policies? An examination of theoretical alternatives as well as selected substantive issues (e.g., human rights, just war, food policy, development assistance). Fall.

141 Theories of War and Peace *(Political Science 141)* (3). Theories of international relations, with emphasis on the role of force, causes of conflict, and conditions of cooperation. Fall or spring. Sayer.

144 American Foreign Policy *(Political Science 144)* (3) Prerequisite, Political Science 86 or permission of the instructor. The role of Congress, the press, public opinion, the President, the Secretary and the Department of State, the military, and the intelligence community in making American foreign policy. Emphasis is placed on the impact of the bureaucratic process on content of foreign policy. Fall and spring. Scott.

143 Conflict and Bargaining *(Sociology 143)* (3). Conflict and conflict-resolution behavior. Applications to labor-management relations, family, sports, community politics, international relations. Cramer, Oberschall, Wiggins.

146 Revolution and Nation-Making in America, 1763-1815 *(History 146)* (3). Major topics: constitutional conflict in the British empire; growth of political parties and nationality in a period of domestic change and international conflict. Spring. Higginbotham, Nelson.

147 Contemporary Inter-American Relations *(Political Science 147)* (3). A comprehensive analysis of hemispheric international relations and foreign policies of individual Latin American nations. Spring. Schoultz.

149 Defense Policy and National Security *(Aerospace Studies 149) (Political Science 149)* (3). National defense policy, including strategy, weapons systems, and the bureaucracies/organizations that deal with them. Lectures and discussion sections. Fall. Mlyn.

152 U.S. Foreign Relations 1914 to Present *(History 152)* (3). General survey of the emergence of the U.S. as a superpower with global rather than merely continental or hemispheric responsibilities. Spring. Hunt.

154 Constitutional Policies and the Judicial Process *(Political Science 153)* (3). Analysis of the structure and functions of judicial systems emphasizing the organization, administration, and politics of judicial bureaucracies and roles of judges, juries, counsel, litigants, and interested groups in adjudication processes. Fall. Richardson.

162 War and Culture *(Communication Studies 162)* (3). This course examines American cultural myths about war generally and specifically about the causes of war, enemies, weapons, and warriors, and the way these myths constrain foreign and defense policy, military strategy, and procurement. Fall. Dauber.

196A Images of World War I in Twentieth-Century Literature *(English 196A)* (3). A study of literary works written in English and concerning World War I. Armitage. (Alternate years.)

196B Images of Vietnam War in Twentieth-Century Literature *(English 196B)* (3). A study of literary works written in English concerning the Vietnam War. Harper. (Alternate years.)

196C Literature of World War II *(English 196C)* (3). See English 196C.

Department of Pharmacology

Rudolph L. Juliano, *Chair*

The Department of Pharmacology offers courses to undergraduate students but does not offer a formal major leading to an undergraduate degree. Courses are available to premedical, predental, and pharmacy students as well as students pursuing science majors. The Department of Pharmacology places a high priority on the training of graduate students for productive careers in pharmacological sciences.

Unique among the basic sciences, pharmacology combines fundamental laboratory research with the development of drugs to prevent and treat human disease. The scope of investigation includes studies of the mechanism of action of drugs, hormones and growth factors, the development of drugs for the treatment of cancer, infections, arthritis, psychoses and other diseases, and the study of toxic chemicals in the environment.

55 - 56 General Pharmacology *(3 each)*. Prerequisites, all preceding courses in chemistry, biology, bacteriology, and physiology in the Pharmacy School curriculum or their equivalent. A course for pharmacy students. General principles, as they apply to the major drug classes, will be stressed. Fall and spring. Dudley.

123 Behavioral Pharmacology *(Neurobiology 123) (Psychology 123)*. Prerequisites, Pharmacology 216, or Psychology 101 and 106, or their equivalent. Basic principles of pharmacology and of the experimental analysis of animal behavior will be considered in relation to drugs that affect the central nervous system. On demand. Staff.

Department of Philosophy

Gerald J. Postema, *Chair*

The Department of Philosophy is a member of the Humanities, Social Sciences, and Natural Sciences divisions of the College of Arts and Sciences. Philosophy may be taken as an elective, as a major, as a minor, or as a part of a double major by students in any of these divisions; it may also be taken to meet certain General College distribution requirements as well as the Philosophical Perspective.

For beginners, Philosophy 20 or Philosophy 24 are recommended as a first course for those interested in philosophical issues and their cultural significance; 21 for those interested in the nature of argument and training in clarity of thought and logical rigor; 22 for those seeking an understanding of moral thought and experience; 31 for those who wish to investigate the logic of inquiry in both the formal and the empirical sciences.

Courses in the 30 level are fairly specific, introductory courses in traditional philosophical areas. Courses in the 40s are oriented toward particular problems or topics. History of philosophy courses are numbered in the 50s and 60s. Courses between 70 and 100 are designed for advanced undergraduates and majors. Courses on the 100 level are for advanced undergraduates, graduates and for students in the natural and social sciences, computer science, and literature, with an interest in philosophical problems connected with their special subject matter.

A major in philosophy requires eight philosophy courses, including 56, 58, one course from those numbered 30 - 55, and one course numbered 70 - 99. For a major with honors from the Philosophy Department, a student must take eight courses including 56, 58, one course from those numbered 30 - 55, two courses from those numbered 70 - 99, and 100 (a and b). A minor in philosophy requires five courses including 56, 58, one course from those numbered 30 - 55 and one course from those numbered 70 - 99. Substitutions for the above required courses may be approved by the Director of Undergraduate Studies. Philosophy 21 is recommended for all students majoring or minoring in philosophy. No courses used to meet General College Perspective or Skills requirements may be counted towards the major or minor. Students interested in majoring or minoring in philosophy should work closely with their advisers in planning their program.

Logic

Note: These courses fulfill the Mathematical Skills, but not Philosophical Perspective Requirement.

21 Introductory Symbolic Logic (3). Prerequisite, MATH 10. Introduction to the theory of deductive reasoning. Fall and spring. Resnik, Munsat, Simmons, staff.

21H Introductory Symbolic Logic (3). Honors. Fall and spring. Resnik, Munsat, Simmons, staff.

71 Topics in Logic (3). Varying content but topics may include alternative logics, decision theory, probability and induction. May be repeated for credit with the permission of the instructor. Fall or spring. Resnik, Simmons.

General Introductory Courses

20 Introduction to Philosophy: Main Problems (3). An introduction to the study of philosophy through the examination of major philosophical problems. Specific content varies with section. Consult Department of Philosophy for details. Fall and spring. Staff.

20H Introduction to Philosophy: Main Problems (3). Honors. Fall and spring. Staff.

22 Introduction to Ethics (3). An introduction to the study of moral issues and philosophical questions concerning morality. Fall and spring. Staff.

24 Introduction to Philosophy: Great Works (3). An introduction to the study of philosophy through examination of major texts that have shaped the history of philosophical thought. Fall and spring. Staff.

Topical Introductory Courses

31 Philosophy of Science (3). What is the relationship between observation and theory ? Are observations objective? Can theories ever be proven? Fall or spring. Schlesinger, Resnik.

32 Philosophy of Religion *(Religion 32)* (3). A philosophical inquiry into the problems of religious experience and belief, as expressed in philosophic, religious and literary documents from traditional and contemporary sources. Fall and spring. Nord, Schlesinger.

33 Philosophical Problems About Art (3). A discussion of philosophical problems concerning art and art appreciation. Fall or spring. Vance, Tirrell.

34 Bioethics (3). The ethical basis of moral and legal problems generated or made acute by advances in biology and medicine, e.g., abortion, euthanasia, patient rights, experiments with human subjects, genetic manipulation. Fall and spring. Bar-On, Long, staff.

35 Language and Communication *(Linguistics 35)* (3). An introduction to some of the key concepts and problems in the study of the nature of a natural language: meaning, reference, denotation and connotation, synonymy, syntax and semantics, animal language, innateness. Fall. Munsat, Lycan.

36 Philosophy of the Social Sciences (3). An examination of competing philosophical views on the nature of social science and its relation to natural science, with emphasis on the concepts of law and explanation of historical, sociological, and psychological contexts. (Fulfills Social Science, but not Philosophical Perspective.) Spring. Zaffron.

37 Social Ethics and Political Thought (3). Individual rights, social responsibility, legal authority, civil authority, civil disobedience, war and peace. Readings selected from classical and contemporary writings. Fall and spring. Postema, Hill, B. Boxill.

38 Experience and Reality (3). An introduction to metaphysics, exploring issues such as the nature of persons, our experience of things, the mind-body relation, appearance vs. reality, space and time, the character of the external world, a deity. Spring. Rosenberg, Vance, Lycan, Simmons.

Supporting Courses

41 Morality and Law (3). An examination of morality and law - their natures, interrelationship, and selected problems. Fall or spring. Postema, Hill.

42 The Ethics of Peace, War, and Defense *(Political Science 68) (Peace, War, and Defense 68)* (3). Authority of the state and the ethics of its acts; pacifism and national defense; the ethics of revolution; the moral problems of war in the nuclear age; the moral conditions of peace. Fall or spring. B. Boxill, J. Boxill.

43 The Claims of Science and Religion *(Religion 33)* (3). The proposition that God exists treated as a scientific hypothesis. Evidence for and against the hypothesis. The status of other minds and free will in science and religion. Conflicting views about creation, revelation, miracles and prayers. Spring. Schlesinger.

46 Philosophical Issues in Feminism *(Women's Studies 46)* (3). Moral issues of equal rights and justice; sex role stereotypes; equal opportunity and reverse discrimination; abortion; philosophers' theories of feminism. Fall and spring. Tirrell, J. Boxill.

48 Contemporary Issues and Philosophy (3). A study of one or more issues of contemporary concern from a philosophical perspective. Consult the Department of Philosophy for specific course content. Fall or spring. Staff.

55 Afro-American Political Philosophy *(Afro-American 55)* (3). A philosophical examination of the writings of African-Americans on slavery, racism, and discrimination. Among the main figures studied are Martin Delany, Frederick Douglass, Booker T. Washington, W. E. B. DuBois, Marcus Garvey, and Martin Luther King. Fall or spring. B. Boxill.

History of Philosophy

56 Ancient Philosophy (3). A philosophical examination of the writing of the pre-Socratics, Plato, Aristotle, Epicureanism, Stoicism, Neoplatonism, and Greek Skepticism. Fall and spring. Galligan, R. Long.

57 Medieval Philosophy *(Religion 63)* (3). A survey of medieval philosophy from Augustine through Ockham. Topics: God and the world, faith and reason, knowledge and reality, the problem of universals. Additional main authors: Anselm, Aquinas, Duns Scotus. Spring. Galligan, R. Long.

58 Modern Philosophy: Descartes to Hume (3). Prerequisite, one course in Philosophy other than Philosophy 21. Topics from major rationalist and empiricist philosophers such as Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume. Fall or spring. Vance.

59 American Philosophy (3). A survey of the major American philosophers and movements from Jonathan Edwards to the present. Fall. Smyth.

60 History of Philosophy from Kant to the Present (3). An introductory survey of the major figures and movements in nineteenth and early twentieth century philosophy. Spring. Smyth.

64 Existential Philosophy from Kierkegaard to Sartre (3). An examination of existentialism and the philosophy of being, as presented in the work of such authors as Kierkegaard, Nietzsche, Marcel, Heidegger, Jaspers and Sartre. Fall. Smyth.

65 Recent Existential Thoughts and Its Critics (3). An examination of existential philosophy since World War II and of its relation to other intellectual movements, including East European Marxism and French structuralism. Spring. Smyth.

Advanced Courses

Note: Prerequisite, one course other than Philosophy 21

70 History of Ethics (3). A survey of major developments in the history of moral philosophy, examining in detail selections from philosophers from Plato to Nietzsche. Philosophy 22 recommended as prerequisite. Fall or spring. Hill, Long, Sayre McCord.

72 Contemporary Ethical Theory (3). Intensive study of the most important writings in moral philosophy in the twentieth century. Philosophy 22 recommended as a prerequisite. Fall or spring. Hill, Sayre McCord, Blackburn.

73 Theory of Knowledge (3). Examination in detail of several theories of knowledge, evidence, truth and perception. Special topics: knowledge of physical objects, minds, objects of scientific theories and of mathematics. Fall or spring. Rosenberg, Lycan, Simmons, Blackburn.

74 Reference and Meaning (3). Survey of major topics in contemporary philosophy of language including truth and meaning, speech acts, reference, descriptions, names, and demonstratives. Fall or spring. Bar-On, Blackburn, Lycan, Rosenberg, Tirrell.

75 Metaphysical Systems (3). Study of recent attempts to frame a comprehensive world view. Particular attention will be given to the problem of revising traditional categories in response to developments in other branches of knowledge. Fall or spring. Smyth, Simmons.

76 Topics in the Philosophy of Mind (3). Survey of major issues in the philosophy of mind, including the mind-body problem, explanation of action, and nature of mental states. Readings from classical and contemporary sources. Fall or spring. Blackburn, Long, Lycan, Munsat, Rosenberg, Vance.

78 Political Philosophy (3). Advanced discussion of competing philosophical approaches to questions of justice, authority, freedom, rights, and the like including Libertarianism, Liberalism, Communitarianism, Marxism, and Feminism. Fall or spring. Boxill, R. Long, Postema.

80 Seminar in Selected Topics (3). Small seminar setting for intensive exploration and classroom discussion of a central topic in contemporary philosophy. Students will present papers in class and critique papers of other students. Fall or spring. Vance, staff.

96 Colloquium for Philosophy Majors (3). Discussion of selected philosophical topics. Recommended for Philosophy majors, normally to be taken in the spring semester of their junior year. Spring. Vance, staff.

99 Directed Readings (3). See the Director of Undergraduate Studies of the Department. Fall and spring. Staff.

100a, 100b Courses for Honors (3 each). See the Director of Undergraduate Studies of the Department. Fall and spring. Staff.

Courses for Undergraduates and Graduates

Note: Prerequisite for the following courses, one course other than Philosophy 21 unless otherwise specified. Instructors may waive prerequisites.

101 Symbolic Logic *(Linguistics 104)* (3). Introduction for graduates and advanced undergraduates not taking the 21 - 71 sequence. Fall. Resnik, Simmons.

102 Selected Topics in the History of Moral Philosophy (3). Prerequisite, two courses in philosophy other than Philosophy 21 (Philosophy 70 recommended) or permission of instructor. Study of major figures in the history of moral thought such as Plato, Aristotle, Butler and Kant. The philosphers to be studied will vary from year to year. Fall. Hill, Sayre McCord.

103 Philosophy of Art (3). Development of a comprehensive and systematic philosophy of art and criticism through examination of contrasting aesthetic theories and works of art. Spring. Vance, Tirrell.

104 Hegel, Marx and the Philosophical Critique of Society (3). Certain trends in modern social, political and psychological thought as found in the philosophies of Hegel and Marx. Freedom, self-identity, alienation, history, and exploitation. Spring. Postema.

105 Political Philosophy from Hobbes to Rousseau (3). Prerequisite, two courses in philosophy other than Philosophy 21 (Philosophy 37 or 78 recommended) or permission of instructor. Hobbes and the modern state; Locke on individual rights; Rousseau, democracy and its problems. Fall. B. Boxill, Postema.

106 Philosophy of Mathematics (3). Prerequisites, Philosophy 101 or permission of instructor. Philosophical problems concerning logic and the foundation of mathematics. Fall or spring. Resnik, Simmons.

107 Philosophy, History and the Social Sciences (3). The nature of historical explanation, structural and functional explanation, the weighing of historical testimony, the concept of meaning, normative judgments and predictions in the social sciences. Fall or spring. Zaffron.

108 Philosophy of Natural Sciences (3). Concept formation, verifiability, law, explanation, the role of logic and mathematics in the sciences, and other topics. Fall. Schlesinger.

109 Philosophical Problems in Psychology (3). The nature and validation of psychological concepts, laws and theories; the theories of the mind, with emphasis on the comparative study of such concepts as motivation, intention, emotion, and action. Fall or spring. Zaffron.

110 Philosophy of Language *(Linguistics 110)* (3). Prerequisite, two courses in philosophy other than Philosophy 21 (Philosophy 74 recommended) or permission of instructor. A study of important contemporary contributions in philosophy of language, meaning, reference, and truth. Fall or spring. Bar-On, Lycan, Munsat, Tirrell.

111 Advanced Symbolic Logic (3). Prerequisite, Philosophy 101 or permission of instructor. Presupposes propositional and quantificational logic as a basis of further deductive development with special attention to selected topics: alternative systems, modal and deontic logic, inductive logic, the grammar of formalized languages, paradoxes and foundations of mathematics. Spring. Resnik, Simmons.

112 Contemporary Moral Philosophy (3). Prerequisite, two courses in philosophy other than Philosophy 21 (Philosophy 72 recommended) or permission of instructor. An examination of issues that have arisen in moral philosophy in this century, e.g., fact and value, reason and morality, and the nature of morality. Fall or spring. Blackburn, Hill, D. Long, Sayre McCord.

113 Philosophy of Law (3). Study of classical and contemporary theories of law and legal reasoning; the role of morality in the formation, discovery, and application of law. Fall. Postema.

114 The Beginnings of Analytic Philosophy (3). Prerequisite, two courses in philosophy other than Philosophy 21 or permission of instructor. An introduction to the major figures and movements of contemporary analytic philosophy. Russell, Moore, early Wittgenstein, Ayer, Ryle, Logical Atomism, Logical Positivism, Philosophical Behaviorism. Fall or spring. Blackburn, Lycan, Rosenberg.

115 Foundations of Mathematics (3). Prerequisite, Philosophy 101 or permission of instructor. The study of formal foundations of mathematics. Basic results concerning consistency, completeness and undecidability. Constructive consistency proofs for elementary number theory. Fall or spring. Resnik, Simmons.

116 Current Issues in Analytic Philosophy (3). Prerequisite, two courses in philosophy other than Philosophy 21 or permission of instructor. Dealing with some of the most significant contributions made by philosophers in the last ten years or so in the areas of epistemology and metaphysics. Spring. Bar-On, Blackburn, Schlesinger.

117 Philosophy of Mind (3). Prerequisite, two courses in philosophy other than Philosophy 21 (Philosophy 76 recommended) or permission of instructor. A critical survey of major theories of the mental such as dualism, behaviorism, the identity theory, and forms of functionalism. Problems of mental aboutness and of consciousness will be emphasized. Fall or spring. Bar-On, Blackburn, D. Long, Lycan, Rosenberg.

120 Contemporary Moral and Social Problems (3). Prerequisite, two courses in philosophy other than Philosophy 21 or permission of instructor. A detailed examination of one or more of the following contemporary issues; environmental ethics, animal rights, abortion, euthanasia, pornography, racism, sexism, public versus private morality. Fall or spring. B. Boxill, D. Long, Sayre McCord.

121 Space and Time in Physics and Philosophy *(Physics 113)* (3). Contingent and necessary properties of space and time. The direction and flow of time. Fatalism. Effects preceding their causes. Spring. Schlesinger, van Dam.

130 Recent Developments in Political Philosophy (3). Prerequisite, two courses in philosophy other than Philosophy 21 (Philosophy 78 recommended) or permission of instructor. A philosophical study of works by major contemporary contributors (e.g., Rawls, Arrow, Wolff, Walzer, Nozick) to such topics as justice, equality, democratic decision-making, legitimate authority, political obligation, natural rights. Fall or spring. Postema, B. Boxill.

142 Philosophy in Literature *(Comparative Literature 142)* (3). Selected literary classics from ancient times to the present, emphasizing changing approaches to such perennial problems as human nature and destiny, evil, freedom, and tragedy. Spring. Smyth, Tirrell.

145 History of Aesthetics *(Comparative Literature 145)* (3). Ancient and modern positions in aesthetics with attention to their philosophical foundations and their significance for the study of literature. Including Plato, Aristotle, Plotinus, Kant and Hegel. Spring. Smyth.

150 Plato (3). An examination of some representative works of Plato, with reference to common emphases and basic problems, together with an analysis of their philosophic content. Fall. Galligan, R. Long.

151 Aristotle (3). An examination of some representative works of Aristotle, with reference to common emphases and basic problems, together with an analysis of their philosophic content. Spring. Galligan, R. Long.

152 Topics in Medieval Philosophy *(Religion 132)* (3). An intensive study of some medieval philosophical author (e.g., Aquinas, Scotus, or Ockham;) or topic (e.g., arguments for the existence of God, universals, knowledge of individuals). Spring. Galligan, R. Long.

153 Continental Rationalism (3). The metaphysical systems of Descartes, Spinoza, and Leibniz as seventeenth century attempts to reconcile the medieval tradition and the early developments of modern natural science. Fall or spring. Smyth, Munsat.

154 British Empiricism (3). An epistemological study of Locke, Berkeley, and Hume. Spring. Blackburn, Munsat, Vance.

155 Kant (3). A close study of Kant's critical philosophy. Fall. Hill, Smyth, Rosenberg, Vance.

156 Hegel (3). Hegel's Absolute Idealism: its roots in Kant's critical philosophy and its influence on subsequent thought in Europe and America. Fall or spring. Smyth, Postema.

158 Existentialism and Phenomenology (3). A study of one or two major systematic works by Sartre, Heidegger or Merleau-Ponty. Spring. Smyth.

159 Topics in American Philosophy (3). A close study of selected works in American philosophy. Spring. Smyth.

178 Health Care, Science and Philosophy *(Physical Therapy 178)* (3). Interdisciplinary course to develop critical thinking capacities through philosophical study of the nature of scientific presuppositions and concepts, includingf events, causality, and determinism, with specific application to health care issues. Fall. Schlesinger, Mitchell.

185 Algebraic Logic I *(Mathematics 185)* (3). Prerequisite, Philosophy 101 or permission of instructor. Basic concepts in logic treated as a branch of mathematics. Topics may include: Boolean algebras, polyadic algebras, cylindric algebras, ultra products. Spring. Staff.

190 Set Theory and Logic (3). Prerequisite, Philosophy 101 or permission of instructor. Natural and real numbers. Infinite cardinal and ordinal numbers. Alternative axiom systems and their consistency problems. Spring. Resnik, Simmons.

Department of Physical Education, Exercise and Sport Science

John E. Billing, Chair

Coursework in the Department of Physical Education, Exercise and Sport Science serves a variety of student needs including: instruction in the knowledge and skills of our common cultural sports, dances, and fitness activities; provision of adapted physical activity for the atypical student; a program of professional preparation for teachers of physical education and health; and a liberal arts study of sport and exercise science for students interested in careers other than teaching.

Majors Programs

Students interested in teaching Physical Education in the public schools should consult the School of Education for information concerning admission requirements.

B.A. in Education - Physical Education

The teaching major in physical education requires completion of the following requirements:

A. Physical Education Courses: PHYE: 55, 56, 57, 77, 79, 80, 81, 83, 85, 86, 87, 88, 89.
B. School of Education Courses: EDUC: 45, 53, 54, 56, 63, 64, 72.
C. Second Major Courses: 24 credits in a specified subject field or
An interdisciplinary major consisting of Biology: 45, 63L, 52, 62, 62L
and
Two courses from one supporting department:
Psychology: 23, 80 or
Sociology: 20, 24, 122 or
Nutrition: 50, 115, 154

B.A. in Arts and Sciences

Many students are interested in studying physical activity, exercise and sport science but do not desire to pursue a teaching career. The Arts and Sciences exercise science major provides an understanding of how the human body develops physiologically and skillfully to perform in sport and exercise. This scientific basis of exercise and sport can then be augmented with supporting courses from other departments to prepare for a variety of nonteaching sport related careers, including: Health and Fitness, Sport Management, and Sport Sciences.

Required Courses

All Arts and Sciences physical education majors must complete the following courses: PHYE: 59, 75, 76, 77, 80, 81, 86, 88. Additional courses may be taken as electives from courses numbered 41 - 99, and from related departments. Students should carefully plan their program of study with a faculty adviser.

Minor in Physical Education, Exercise and Sport Science

There are two options for pursuing a minor in the Department of Physical Education, Exercise and Sport Science. Each option requires a total of five courses in Physical Education. History and Principles of Physical Education (PHYE 77) is a required core course for both options. Biology 11 and Biology 11L are prerequisites for both options. Each option is outlined on the following page:

Coaching/Instructional Option

Biology 11 (3) and Biology 11L (1)Prerequisite

PHYE 77 - History and Principles of Physical Education (3) Required core course

Two courses from:

PHYE 55 - Analysis of Sports Skills I (3)
PHYE 56 - Analysis of Sports Skills II (3)
PHYE 57 - Analysis of Sports Skills III (3)
PHYE 59 - Fitness Management (3)

Two courses from:

PHYE 79 - Measurement/Evaluation in Health & Physical Education (3)
PHYE 80 -Motor Skill Learning (3)
PHYE 81 - Sports Psychology/Sociology (3)
PHYE 86 - Administration of Physical Education and Athletics (3)
PHYE 87 - Adapted Physical Education (3)
PHYE 88 - Emergency Care of Injuries & Illness (3)

Exercise and Sport Science Option

Biology 11 (3) and Biology 11L (1)Prerequisite

PHYE 77 - History and Principles of Physical Education (3) Required core course

Four courses from:

PHYE 59 - Fitness Management (3)
PHYE 80 - Motor Skill Learning (3)
PHYE 81 - Sport Psychology/Sociology (3)
PHYE 85 - Biomechanics of Sport (3) Prerequisite: PHYE 75 Anatomy (3) or Biology 45 (3) and Biology 63L (1)
PHYE 89 - Physiological Basis of Human Performance (3) Prerequisite:
PHYE 76 - Physiology (3) or Biology 45 (3) and Biology 63L (1)

Physical Education Activities Program

Two units of physical education and a swimming test are required of all students. Two additional units may be taken as nondegree-credit electives. Proficiency testing may be used to substitute for the required courses. These courses may be chosen from the following list:

1 - Adapted Physical Education
3 - Water Safety Instructor
4 - Badminton
5 - Ballet
5Y - Intermediate Ballet
5Z - Advanced Ballet
6 - Archery
7 - Bowling
7Y - Intermediate Bowling
8 - Horseback Riding
8Y - Intermediate Horseback Riding
8Z - Advanced Horseback Riding
9 - Fencing
9Y - Intermediate Fencing
9Z - Advanced Fencing
10 - Downhill Skiing
11 - Aerobic Dance
11Y - Intermediate Aerobic Dance
12 - Folk and Square Dance
13 - Golf
13Y - Intermediate Golf
13Z - Advanced Golf
14 - Tumbling/Gymnastics
14Y - Intermediate Tumbling/Gymnastics
15 - Handball
16 - Jogging
17 - Jazz Dancing
17Y - Intermediate Jazz Dancing
18 - Karate
18Y - Intermediate Karate
19 - Modern Dance
19Y - Intermediate Modern Dance
19Z - Advanced Modern Dance
20 - Racquetball
20Y - Intermediate Racquetball
20Z - Advanced Racquetball
21 - Introduction to Dance Techniques
22 - Self Defense
23 - Lifeguard Training
24 - Soccer
24Y - Intermediate Soccer
26 - Squash
26Y - Intermediate Squash
27Z - Survival Swimming
27 - Swimming
27Y - Intermediate Swimming
27Z - Advanced Swimming
28 - Triathlon
29 - Tennis
29Y - Intermediate Tennis
29Z - Advanced Tennis
30 - Bicycling
31 - Volleyball
31Y - Intermediate Volleyball
32 - Exercise and Conditioning
33 - Weight Training
33Y - Intermediate Weight Training
34 - Aerobic Circuit Training
35 - Scuba Diving
36 - Social Dance
36Y - Intermediate Social Dance
37 - Lifeguarding/First Aid Instructor
38 - Swim conditioning

All courses are coeducational.

All classes will be elementary unless followed by the letter Y (intermediate) or the letter Z (advanced).

Physical Education Courses For Undergraduates

41 Personal Health (3). Elective, open to all students. This course deals with basic concepts in the areas of physical fitness, disease control, mental health, drug abuse and human sexuality. Emphasis is upon the individual's responsibility for his/her own health. Fall, spring and summer. Staff.

55 Analysis of Sport Skills I (3). A professional preparation course in the skills, knowledges, safety and teaching progressions of basketball, soccer, track and field and volleyball. Fall. Staff.

56 Analysis of Sport Skills II (3). A professional preparation course in the skills, knowledges, safety and teaching progressions of basketball, gymnastics, and softball. Spring. Staff.

57 Analysis of Sports Skills III (3). A professional preparation course in the skills, knowledges, safety, and teaching progressions of tennis, badminton, weight training, bicycling, rock climbing, and canoeing. Generalized principles of coaching and team management are also included. Fall. Staff.

59 Fitness Management (3). The assessment and promotion of physical fitness including concepts and techniques of fitness testing, principles of weight training, aerobic dance, nutrition, and stress management as applied in health/fitness settings. Spring. Ainsworth, Billing.

63 Women in Sport (3). A sociohistorical study of the influence of work, leisure, politics, family, race, economics, education, and perceived roles on women's participation in sports. Staff.

74 Health and Physical Education in the Elementary School (3). This course deals with methods and materials of health and physical education in school levels kindergarten through sixth grade. Required of elementary education majors. Does not count toward physical education major. Fall, spring and summer. Jennings, Hyatt, Mueller.

75 Anatomy (3). This course is designed to teach the fundamentals of anatomy as they apply functionally to the area of health and physical education. Fall and spring. Robinson.

76 Physiology (3). Prerequisite, Physical Education 75 or the equivalent of BIOL 11, 41. A lecture course in elementary physiology, covering the various systems of the body. Fall and spring. McMurray, Hackney.

77 History and Principles of Physical Education (3). Open to all students as an elective course. A study of the relationship and contribution of physical education to general education, historical background, basic biological, physiological, and sociological backgrounds of the modern program. Fall and spring. Hyatt.

78 School Health Program (3). Open to majors only. This course covers the role of the health educator in the areas of instruction, environment, and services including community relationships. Emphasis is placed on functional aspects of content for which school health educators are responsible. Spring. Staff.

79 Measurement and Evaluation in Health and Physical Education (3). This course is designed to acquaint students with tests and measurements in the field of health and physical education, test construction, scoring, and methods of using results. Fall. Shields.

80 Motor Skill Learning (3). A study of theories and techniques pertinent to the acquisition of motor skills. Spring. Pleasants.

81 Sport Psychology/Sociology (3). An overview of psychological and sociological parameters of sport. Fall and spring. Silva, Hardy.

82 School and Community Health (2). Prerequisite, PHYE 41. The utilization of community health resources in a comprehensive school health education program. Emphasis is on communicable diseases, environmental health, and consumer education. Fall. Staff.

83 Physical Education for the Elementary School - Kindergarten Through Sixth Grade (3). This course deals with methods and materials of physical education in school levels kindergarten through the sixth grade. Required for physical education majors and elementary education majors; other students must secure written permission of instructor. Fall or spring. Jennings, Mueller.

84 Health Education for the Elementary School (3). This course includes principles, procedures, and practice in health at the elementary level. The course is required of all majors in elementary education. Fall or spring. Hyatt, Mueller.

85 Biomechanics of Sport (2). Prerequisites, BIOL 45 or PHYE 75, 76. A study of the role of biomechanical principals in human motion. Emphasis is directed toward the analysis of sport techniques. Fall. Robinson.

86 Administration of Physical Education and Athletics (3). This course deals with the policies and problems of organization and administration of physical education and athletic programs in school. Fall. Mueller.

87 Adapted Physical Education (3). This course is a study of problems relating to body mechanics and the needs of the physically handicapped student. Fall. Newnam.

88 Emergency Care of Injuries & Illness (3). Theory and practice of basic first aid, cardiopulmonary resuscitation and the acute care of athletic injuries. Fall and spring. Prentice, Murray.

89 Physiological Basis of Human Performance (3). Prerequisites, BIOL 45 or PHYE 75, 76. The application of physiological principles to sport and physical activity. Both immediate and chronic adaptations to exercise are studied. Two lecture and two laboratory hours a week. Fall. Ainsworth, Hackney.

90 Independent Studies in Physical Education (Var). Elective. Individually designed in-depth study of an area of interest within physical education, dance, sport, or health under the supervision of a selected member of staff. Credit varies from 1 - 3 hours. Fall and spring. Staff.

91 Theory and Practice of Ballet Technique (3). Elective. Prerequisites, PHYA 5Z or PHYT 19Y or permission of instructor. An intensive study of ballet technique and philosophy, focusing in the physical principles of movement and their choreographic application. One hour seminar and 4-1/2 hours laboratory. Fall and spring. Turner.

92 Dance Repertory (3). Elective, permission of instructor (audition). The rehearsal and performance of works of choreography. Will include participation in both the technical and promotional aspects of production. Six laboratory hours a week. Fall and spring. Turner.

93 Theory and Practice of Modern Dance Technique - Elementary Level (3). Elective. Prerequisites, one semester of dance instruction or permission of instructor. An intensive study of modern dance technique and philosophy, focusing on the physical principles of movement and their choreographic application. One hour seminar and 4-1/2 hours laboratory. Fall and spring. Turner.

95 Practicum in Athletic Training I (3). Prerequisites, PHYE 88 and permission of instructor. Basic athletic training skills, emergency procedures in sports, therapeutic modalities; evaluation and rehabilitation of foot and ankle injuries. Course combines lecture and clinical demonstration/participation. Fall. Murray

96 Practicum in Athletic Training II (3). Prerequisites, PHYE 88, PHYE 95. Assessment, treatment and rehabilitation of injuries to the knee, back, shoulder, elbow, wrist and hand. Course combines lecture and clinical demonstration/participation. Spring. Murray.

97 Theory and Practice of Modern Dance Technique - Intermediate Level (3). Elective. Prerequisite, PHYE 93 or permission of instructor. An intensive study of modern dance technique and philosophy, focusing on the physical principles of movement and their choreographic application. One hour seminar and 4-1\2 hours laboratory. Fall and spring. Turner.

113 The Health Coordinator (3). Prerequisite, PHYE 78 or equivalent. An introduction to leadership skills required of local health coordinators. Emphasis is placed on practical work experience involving supervisory and facilitative responsibilities. Fall. Staff.

Department of Physics and Astronomy

Thomas B. Clegg, *Chair*

While the faculty members listed after each course may not be currently teaching that course, they are knowledgeable about the course. Consult faculty for further details about each course.

The department offers a B.A. in astronomy, a B.S. in physics, and a B.A. in physics. The requirements for the degrees are outlined in the following two sections. A minor in astronomy and a minor in physics also are offered. Details of the minors are listed at the end of this departmental section.

Astronomy

The B.A. in astronomy is a liberal arts degree for students interested in obtaining a broad knowledge of space age astronomy and astrophysics. It encompasses a wide range of interests which the student may have, including: astronomy education, planetarium education or administration, museum education or administration, scientific journalism, astronautic and space sciences.

Generally, students who are committed to the pursuit of a graduate degree in astronomy should seek the B.S. in physics as described in the next section. However, students who wish to preserve greater flexibility in their undergraduate program without ruling out the possibility of graduate work in astronomy may be advised to seek the B.A. degree. Consultation by all prospective majors with the astronomers of the department will be advantageous.

This program adheres to the regular requirements for the B.A. as specified. Candidates for this degree must complete all required courses in physics and astronomy with a grade of C or better.

The specific departmental requirements are: Mathematics 31, 32, 33, 83; Physics 26, 27 (or 24, 26) with departmental permission), 28, 28L; one course from Physics 52, 103; one course from Physics 58, 107; two courses from Physics 61, 101, 105, 106, 108, 160, 161, 163; and the following Astronomy courses: Astronomy 31/31L and Astronomy 117 (or Astronomy 137) at the Freshman /Sophomore level, and Astronomy 137 (or Astronomy 117), Astronomy 142 and Astronomy 143 at the Junior/Senior level.

31 Descriptive Astronomy (3). No prerequisite. A study of the celestial sphere, time, earth, moon, artificial satellites, eclipses, sun, solar system, stars, the Milky Way, extragalactic systems and cosmogony. Fall and spring. Carney, Christiansen; staff.

31A Descriptive Astronomy (3). No prerequisite. An accelerated version of Astronomy 31 for Honors students. A study of the celestial sphere, time, earth, moon, artificial satellites, eclipses, sun, solar system, stars, the Milky Way, extragalactic systems and cosmogony. Fall. Christiansen.

31L Descriptive Astronomy Laboratory (1). Corequisite, Astronomy 31. Laboratory exercises, demonstration exercises and elementary calculations to illustrate methods used in astronomy. Some constellation study with occasional evening observations. Two laboratory hours a week. Fall and spring. Christiansen; staff. (Fee required.)

91, 92 Research and Special Topics for Juniors and Seniors (2 or 3 each). Permission of the instructor. To be taken by honors candidates and other qualified juniors and seniors. Fall and spring. Carney, Christiansen, Rose.

1117 Cosmic Evolution (3). Prerequisites, Mathematics 32 and Astronomy 31 (or permission). A course in stellar and planetary astrophysics with emphasis on astronomical conditions for the development and sustenance of life. Fall or spring. Christiansen; staff.

137 Observational Astronomy (4). Prerequisites, Astronomy 31 or 32, or permission of instructor. A course designed to familiarize the student with observational techniques in optical and radio astronomy, including application of photography, spectroscopy, photometry, and radio methods. Three lecture and three laboratory hours a week. Fall or spring. Rose; staff. (Laboratory fee required.)

142 Astrophysics I *(Stellar Astrophysics)* (3). Prerequisites, PHYS 28, MATH 83 or permission. An introduction to the study of stellar structure and evolution. Topics covered include observational techniques, stellar structure and energy transport, nuclear energy sources, evolution off the main-sequence, and supernovae. Fall. Carney, Cecil, Christiansen, Rose.

143 Astrophysics II *(Interstellar matter and galaxies)* (3). Prerequisites, PHYS 28, MATH 83 or permission. An introduction to the study of the structure and contents of galaxies. Topics covered include the interstellar medium, interstellar hydrodynamics, supersonic flow and shock formation, star formation, galactic evolution, the expanding universe and cosmology. Spring. Carney, Cecil, Christiansen, Rose.

Physics

Students may work toward either a B.S. degree in physics or a B.A. degree with physics as the major. Students planning to do graduate work in physics or astronomy will find the B.S. degree advantageous. Requirements for B.S. degree are listed under the first heading below. Candidates for these degrees must complete a total of 18 hours of work in advanced physics courses with a grade of C or better.

Candidates for a B.A. degree with physics as the major must satisfy the requirements of the College of Arts and Sciences, and must complete the following specific departmental requirements: Chemistry 11, 11L, 21, 21L; Mathematics 31, 32, 33, 83; Physics 26 and 27 (or Physics 24, 25 with departmental permission), 52 (or 103), 28, 28L, 58 (or 107); and three additional courses selected from Physics 61, 101 (or 141), 102, 104, 105, 106, 108, 113, 140, 144, 151, 160, 161, 163, 169; Astronomy 117, 137, 142, 143.

The department also offers an honors program for students majoring in physics. This program involves independent study and research (or advanced course work), and an oral presentation. Students who wish to enter the honors program should consult with their departmental advisers not later than the preregistration period in the spring semester of their junior year.

Students majoring in physics who are considering Marine Sciences as a graduate specialty should consult the material under "Curriculum in Marine Sciences."

Requirements for Bachelor of Science in Physics

[2](For freshman and sophomore years see "General College.")

Junior Year

Physics 104, 107, 108, 141 and two courses from Mathematics 108 (or Physics 191), 129 (or Physics 192).
Two free electives.

Senior Year

Physics 105, 106, 142L, 143L, 160 and 163.3
Two free electives.

20 Basic Concepts of Physics (4). No prerequisite. Basic principles of physics with introduction to quantum physics, atoms, nuclei, and relativity. Not to be taken for credit after Physics 21, 24 - 25, or 26 - 27. Three lecture and two laboratory hours a week. Fall and spring. Kessemeier; staff. (Laboratory fee required.)

24 General Physics (4). Corequisites. Mathematics 30 or equivalent. Only one of Physics 24, 26, and 26A may be taken for credit. Three lecture hours a week, and two laboratory hours a week. Fall.and spring. Rowan; staff.

24L General Physics Laboratory (1). Prerequisite, permission of department. This section is only for students who have completed the lecture section through transfer credit, BE credit, etc. Two laboratory hours a week. Fall, spring. Staff.

25 General Physics (4) Prerequisite, Physics 24 Only one of Physics 25, 27, and 27A may be taken for credit. Three lecture hours a week and two laboratory hours a week. Spring and fall. Rowan, staff

25L General Physics Laboratory (1). Prerequisite, permission oif department. This section is only for students who have completed the lecture section through transfer credit, BE credit, etc. Two laboratory hours a week. Fall, spring. Staff.

26 Mechanics (4). Prerequisite, Mathematics 31 or permission. Only one of Physics 24, 26, and 26A may be taken for credit. Mechanics of particles and rigid bodies. Newton's laws; conservation principles. Oscillatory and wave motion. Sound. Four hours lecture and recitation per week and two hours laboratory every second week. Fall and spring. Ludwig; staff. (Fee required.)

26A Mechanics (4). Honors section of Physics 26. Admission by permission of the Honors Dean or the department. Only one of Physics 24, 26, and 26A may be taken for credit. Four hours lecture and recitation per week and laboratory every second week. Fall. Staff. (Fee required.)

27 Electromagnetism and Optics (4). Prerequisite, Physics 26. Only one of Physics 25, 27, and 27A may be taken for credit. Electricity and magnetism; Laws of Coulomb, Ampere and Faraday. Electromagnetic oscillations and waves. Light; diffraction and interference. Four hours lecture and recitation per week and two hours laboratory every second week. Fall and spring. Van Dam; staff. (Fee required.)

27A Electromagnetism and Optics (4). Honors section of Physics 27. Prerequisite, Physics 26A. Only one of Physics 25, 27, and 27A may be taken for credit. Four hours lecture and recitation per week and laboratory every second week. Spring. Slifkin; staff. (Fee required.)

28 Modern Physics (3). Prerequisite, Physics 25 or Physics 27, or permission of instructor. Corequisite Physics 28L. Special relativity theory, black body radiation, photons and electrons; wave particle duality. Elements of atomic theory, nuclei and fundamental particles. Three lecture hours a week. Fall and spring. Karwowski; staff.

28L Modern Physics Laboratory (1). Physics 28 as pre- or corequisite. Three laboratory hours a week. Fall and spring. Karwowski; staff. (Fee required.)

37 Science and Society (3). No prerequisite. A description of the scientific community and how scientists relate to such sociotechnical issues as the space program, the arms race, the energy problem, computer technology, medical technology, and pseudosciences. Spring. Schroeer.

52 Basic Mechanics (3). Prerequisites. Physics 24 (or 26) and Mathematics 32, or permission of the instructor. A one semester course in mathematics, statics, kinematics, simple harmonic motion, central forces and applications from modern physics. Spring. Shafroth; staff.

58 Basic Electricity and Magnetism (3). Prerequisites, Physics 25 (or 27) and Mathematics 33. Electric fields and potentials; dielectrics; steady currents; magnetic flux and magnetic materials; electromagnetic induction; emphasis on Maxwell's equations and their application to electromagnetic waves in bounded and unbounded media. Three lecture hours a week. Fall. Shafroth; staff.

61 Introduction to Numerical Techniques in Physics (4). Prerequisite, Physics 26 (or 25); corequisite, Mathematics 33. Applications of calculus, vector analysis, differential equations, complex numbers, and computer programming are made to realistic physical systems. Three lecture and two computational laboratory hours a week. Fall. Rowan; staff. (Fee required.)

84 Science, Technology and the Arms Race *(Peace, War, Defense 84)* (3). No prerequisites. The effect of modern scientific-technological developments on military strategy. Topics include nuclear weapons and their effects, arms control; nuclear and chemical and biological weapons , conventional high-tech weapons weapons proliferation, arms control, and disarmament.. Fall. Schroeer.

91, 92 Research and Special Topics for Juniors and Seniors (2 or 3 each). To be taken by honors candidates and other qualified juniors and seniors. Fall and spring. Briscoe, Christiansen; staff.

93 Senior Seminar (2 or 3). To be taken by seniors with permission of department adviser. Upon demand. Briscoe; staff.

101 Introductory Electronics I (3). Prerequisites, introductory physics and Mathematics 31 or permission of the instructor. This course is designed to give students a sound working knowledge of basic electronic principles. Physics 101 and 141 may not both be taken for credit. Three lecture and three laboratory hours a week. Fall. Superfine. (Laboratory fee required.)

102 Introductory Electronics II (4). Prerequisite, Physics 101 or permission of the instructor. This course, which is based directly on Physics 101, emphasizes digital electronics including Boolean algebra, logic gates, flip-flops, counters, storage registers, ADCs, DACs and applications. An introduction to microprocessors. Three lecture and three laboratory hours a week. Spring. Superfine; staff. (Laboratory fee required.)

103 Mechanics I4 (3). Prerequisites, Physics 27 (or permission) and Mathematics 33. Particle kinematics, Central forces, planetary motion. Systems of particles and conservation laws. Statics. Motion of rigid bodies. Constrained motion. Wave motion. Wave motion on string. Spring. Washburn, staff.

104 Mechanics II4 (3). Prerequisite, Physics 103. Deformable bodies and wave motion. Lagrange's and Hamilton's equations, Euler's equations, small oscillations, normal coordinates. Fall. Washburn; staff.

105 Heat and Thermodynamics (3). Prerequisite 27 (or 25 by permission) and Mathematics 33. Equilibrium statistical mechanics; the thermodynamic laws, internal energy, enthalpy, entropy, thermodynamic potentials, Maxwell's equations. Fall. Wu; staff.

106 Optics (3). Prerequisites, Physics 107 and 108 (or 58 by permission). Elements of geometrical optics; Huygens' principles, interference, diffraction, and polarization. Elements of the electromagnetic theory of light; Fresnel's equations, dispersion, absorption, and scattering. Photons. Lasers and quantum optics. Spring. McNeil; staff.

107, 108 Electricity and Magnetism4 (3 each). Prerequisites, Physics 27 and Mathematics 83 (or permission). Brief treatment of DC and AC circuit theory. Electrostatics: dielectrics; the magnetic field; magnetic materials. Maxwell's equations and their application to electromagnetic waves. Fall and spring. Schroeer; staff.

113 Space and Time in Physics and Philosophy4 *(Philosophy 121)* (3). Contingent and necessary properties of space and time. The direction and flow of time. Fatalism. Effects preceding their causes. Spring. Van Dam; staff.

140 Physics of Solid State Electronic Devices (3). Prerequisite, Physics 27. Corequisite or prerequisite, Physics 58 or 107. Properties of crystal lattices, electrons in energy bands, behavior of majority and minority charge carriers, p-n junctions related to the structure and function of semiconductor diodes, transistors, display devices. Fall. Liu; staff.

141 Electronics (4). Prerequisite, Physics 27 (or 58). Mathematics 83. Basic electronics with emphasis on circuitry, DC and AC circuits, diodes and application, transistors, amplifiers, wave form generators, operational amplifiers, digital electronics, transmission lines. Physics 101 and 141 may not both be taken for credit. Three lecture and three laboratory hours a week. Fall. Kessemeier. (Fee required.)

142L, 143L Intermediate Laboratory I and II (2 each). Prerequisite, Physics 141 or permission. Selected experiments illustrating modern techniques such as the use of laser technology to study the interaction of electromagnetic fields and matter. Six laboratory hours a week. Spring and fall. Briscoe; staff. (Laboratory fee required.)

144 Chemistry and Physics of Electronic Materials Processing *(Chemistry 192)* (3). Prerequisites, Chemistry 182 or Physics 27 and permission of the instructor. A survey of materials processing and characterization used in fabricating microelectronic devices. Crystal growth, thin film deposition and etching, and microlithography. Spring. Washburn; staff.

148L Materials Laboratory I *(Applied Sciences 144L)* (2). Corequisite, Chemistry 190 or Applied Sciences 141. Structure determination and measurement of the optical, electrical, and magnetic properties of solids. Fall. Briscoe, McNeil, Propst, Smith.

149L Materials Laboratory II *(Applied Sciences 145L)* (2). Prerequisite, Physics 148 or Applied Sciences 144L. Continuation of Physics 148 with emphasis on low- and high-temperature behavior, the physical and chemical behavior of lattice imperfections and amorphous materials, and the nature of radiation damage. Spring. Briscoe, McNeil, Propst.

151 Fluid Dynamics *(Marine Sciences 151)* (3). Prerequisite, Physics 103 or permission. The physical properties of fluids, kinematics, governing equations, viscous incompressible flow, vorticity dynamics, boundary layers, irrotational incompressible flow. Fall. Shay.

160 Introduction to Quantum Mechanics (3). Prerequisites, Physics 103 or 108, or permission. Origins of quantum theory. Uncertainty principle. Schroedinger equation for simple systems, including hydrogen atom. Perturbation theory. Spin. Identical particles. Spring. Hubbard; staff.

161 Nuclear Physics (3). Prerequisite, Physics 160 or equivalent. Nuclear structure, nuclear reactions, experimental techniques of producing and studying nuclear particles; models of the nucleus; nuclear forces. Spring. Ludwig; staff.

163 Applications of Quantum Mechanics (3). Prerequisite, Physics 160. Emphasizes atomic physics but includes topics from nuclear, solid state and particle physics, such as energy levels, the periodic system, selection rules, and fundamentals of spectroscopy. Fall. Frampton; staff.

169 Introductory Solid State Physics (3). Prerequisite, Physics 160 or equivalent. Crystal symmetry, types of crystalline solids; electron and mechanical waves in crystals, electrical and magnetic properties of solids, semiconductors; low temperature phenomena; imperfections in nearly perfect crystals. Fall. Lu; staff.

181, 182 Advanced Laboratory (3 each). Prerequisites, Physics 103, 108, or permission. Six laboratory hours a week. Fall and spring. Kessemeier; staff. (Laboratory fee required.)

191 Mathematical Methods of Theoretical Physics I (3). Prerequisites, Physics 28, or equivalent; Mathematics 83. Vector fields, curvilinear coordinates, functions of complex variables, linear differential equations of second order, Fourier series, integral transforms, delta sequence. Fall. Hubbard; staff.

192 Mathematical Methods of Theoretical Physics II (3). Prerequisites, Physics 191 or permission. Partial differential equations, special functions, Green functions, variational methods, traveling waves and scattering. Spring. Hubbard; staff.

193 Scientific Programming (3). Prerequisites, Mathematics 108 or 129, or Physics 191 or 192; elementary Fortran, PL/1 or Pascal programming. Structured programming in Fortran or Pascal; use of secondary storage and program packages; numerical methods for advanced problems, error propagation and computational efficiency; symbolic mathematics by computer. Spring. Thompson.

Minor in Physics and Minor in Astronomy

The minor in physics consists of five courses (Track 1 or Track 2):

Track 1
PHYS 24 and 24L
PHYS 25 and 25L
PHYS 28 and 28L

Two PHYS courses numbered above 50 which have as prerequisites one or more of the three courses listed above.

Track 2
PHYS 26
PHYS 27
PHYS 28 and 28L

Two PHYS courses numbered above 50 which have as prerequisites one or more of the three courses listed above.

The minor in astronomy consists of five courses: ASTR 31 and 31L, PHYS 20, and three ASTR courses numbered above 100.

Note: Physics majors are NOT allowed to elect a minor in astronomy and astronomy majors are NOT allowed to elect a minor in physics.

Menu of courses suggested for satisfying the physics minor requirements:

PHYS 52
PHYS 58
PHYS 61
PHYS 101
PHYS 105
PHYS 191*
PHYS 140
PHYS 141*
PHYS 103*
PHYS 107*

*Open only to students who have completed PHYS 26, 27, and 28.

Menu of courses suggested for satisfying the astronomy minor requirements:

ASTR 117
ASTR 137
ASTR 142
ASTR 143

[1] Astronomy 117 is not to be taken for graduate credit by graduate students in Physics and Astronomy.

[2] Most students will find it advantageous to defer some of the General College Perspectives requirements to the junior and/or senior year(s).

[3] Various substitutions can be made, with the approval of the student's adviser, for required physics courses in the Sophomore, Junior and Senior years. Physics 181 and/or 182 may be substituted for other laboratory courses (Physics 141, 142, 143, 142L, 143L), and courses chosen from Physics 102, 161, 169, 191, 192 and Astronomy may be substituted for courses chosen from Physics 61, 104, 105, 106, 108, 143L and 163.

[4] Physics 103 - 104 and 107 - 113 are not to be taken for graduate credit by graduate students in physics.

Department of Physiology

Stanley C. Froehner, *Chair*

The Department of Physiology offers courses to undergraduate students but does not offer a formal major leading to a degree. Courses are available to premedical, predental, nursing, pharmacy, physical therapy, and allied health students as well as to students pursuing science majors. Students interested in research may register for PHYI 98, "Undergraduate Research in Physiology" a directed readings or laboratory study.

92 Introduction to Physiology (5). Prerequisites, Chemistry 11 and 21 or Biochemistry 7 and 8, Biology 45, or equivalents. A course in basic human physiology with an appreciation for its clinical application. Emphasis is on body fluids, various organ systems and their interrelationships. Required of all nursing students and available to other students by permission of the instructor. Four lecture and two recitation hours a week. Spring. Shea, staff.

93 Introduction to Physiology (4). Prerequisites, Chemistry 11 and 21, Biology 45, or equivalents. A general course in mammalian physiology with emphasis on the various organ systems and their interrelationships. Required of all pharmacy students and available to other students by permission of the instructor. Three lecture and two recitation hours a week. Fall. Whitsel; staff.

94 Introduction to Physiology (5). Prerequisites, Chemistry 11 and 21, Biology 45, or equivalents. A course in basic human physiology with an appreciation for its clinical relevance and application. Required of physical therapy students and available to other students by permission of the instructor. Four lecture and two laboratory-conference hours a week. Fall. Whitsel; staff.

98 Undergraduate Research in Physiology (1 - 3). Prerequisites, Biology 11, 11L, Chemistry 11, 11L, an overall 3.0 GPA, and permission of the instructor. Directed readings or laboratory study on a selected topic. Final written report required in each term. At least three hours of independent work per week for each unit of credit. Fall, spring, and summer. Willard, staff.

122 Developmental Neurobiology *(Cell Biology and Anatomy 122, Neurobiology 122)* (3). Prerequisite, permission of the instructor. A comprehensive overview of nervous system development including detailed analysis of selected research topics in developmental neuroanatomy. Spring, alternate years beginning 1993. Lauder, Farel, Willard.

140 Cell and Organ System Physiology *(Neurobiology 140)* (5). Prerequisite, a course in biochemistry and permission of the instructor. This course covers the functions of mammalian organs and the underlying electrical, mechanical, cellular and molecular mechanisms in a lecture/recitation format. Fall. Sealock; staff.

Department of Political Science

David L. Lowery, *Chair*

Political Science is concerned with the description and explanation of political institutions and behavior, the rights and responsibilities of citizens, and the relations of people with their governments. The curriculum provides the student with a broad knowledge of both domestic and foreign political institutions, processes and problems. The undergraduate major is designed to make feasible the attainment of several objectives: (1) a broad understanding of political institutions and issues as the central element of a general education; (2) a basic knowledge of governmental techniques for those considering a career in public service; (3) preprofessional training for students planning to enter a law school; and (4) a basic foundation in Political Science for those contemplating specialization at the graduate level.

To graduate with a major in political science, a student must pass at least eight courses offered by the department, with a grade of C or better in six courses. A maximum of six hours can be taken from the grouping 96 and 99. The major must also pass an introductory economics (ECON 10) and sociology (SOC 10, 11, 12, 100, 101, and 102) course.

Political Science 41 can be counted as part of the major and General College, while the remaining courses are counted in the upper college.

The courses offered by the department are divided into a number of requirements and electives. Each student must take the introductory course in American government (Political Science 41), in international relations (Political Science 86), one lower level course in comparative politics (Political Science 51, 52, 53, 54, 55, 56, 57, 59, 60), and one course in political theory (Political Science 61, 62, 63, 64, 65, 68, 161, 162, 163, 164, 165, 166, 168). The remaining courses are left wholly to the discretion of the student and can be taken from any of the department's undergraduate offerings. It is suggested that, whenever possible, students take the introductory courses in any of the subfields (comparative, international, American, theory, etc.) before taking more advanced courses.

The Honors Program

The Honors Program provides Political Science majors the opportunity to pursue an independent research project over a two-semester period. Students begin the program by taking Political Science 91, Honors Seminar in Research Design, in the spring semester of their junior year. During this course they complete the first chapter of the proposed thesis.

If the first chapter is acceptable, students continue their thesis research in the senior year under the direction of a faculty adviser in Political Science 92. Upon successful completion of the program, which includes an oral defense of the thesis, students are awarded a degree "with Honors"or "with Highest Honors in Political Science."

To be admitted to the Honors Program students must have at least a 3.2 overall grade point average and 3.5 in Political Science. They should have completed four courses in the major. Students interested in participating in the Honors Program should contact the Director of Political Science Honors during the first semester of their junior year.

Training for Public Service

The undergraduate major in political science provides a sound foundation for professional master's programs in public administration such as that offered in our department and at many other universities. For students planning to enter the public service, regardless of undergraduate major, the following courses are recommended consistent with other college requirements: Political Science 41, Economics 10, Psychology 10, Political Science 77, English 30, and Statistics.

41 Introduction to Government in the United States (3). An introductory course designed to explain the basic processes and issues of the American political system. Fall and spring. Beyle, Keech, Lipsitz, Rabinowitz, Richardson, Sullivan.

42 State and Local Government in the United States (3). An introductory course on the government, politics, and policies at the state and local levels of the U.S. Federal system. Fall and spring. Beyle, Wright.

43 Urban Politics (3). An examination of the nature and scope of urban problems in the United States, with emphasis on the impact of government and politics. Fall or spring. Staff.

44 Black Politics in America (3). Examines the political, economic, and social position of the Black community and how these variables have constrained the development of Black political power; relates the theory and structure of American political institutions to the efforts made by Blacks in recent times to organize for effective political action. Fall or spring. Staff.

45 An Introduction to the Nature and Function of Law (3). A nontechnical course for students of the arts and sciences with a social science approach to the examination of the nature, sources and functions of law. Spring. Staff, Rees.

46 Southern Politics (3). Analyzes major trends in the politics of the modern South. Topics include the civil rights movement, the growth of a large urbanized middle class, and the rise of two-party, competitive politics. Fall. Staff.

49 Defense Policy and National Security *(Aerospace 149, PWAD 149)* (3). National defense policy, including strategy, weapons systems, and the bureaucracies/organizations that deal with them. Lectures and discussion sections. Fall. Rupen with Naval and Air Force ROTC officers.

51 Contemporary German Studies: An Interdisciplinary Seminar *(German 90, History 93)* (3). See German 90 for description.

52 Introduction to Politics in Western Europe (3). A treatment of the political institutions and processes of Western European democracies, with special attention to France, Germany, England, and Italy. Fall and spring. Marks, Steiner, White.

53 Politics in England (3). An introduction to contemporary English politics emphasizing the political battle between Socialist and Conservative ideologies. Fall. Searing.

54 Government and Politics of East Asia (3). The indigenous political ideas and institutions of East Asia and Western influence on Asian government and politics with emphasis upon the political evolution and contemporary governments of Japan, China and Vietnam. Fall. White.

55 Politics of the Soviet Union and its Successor States (3). Factors and forces that explain the rise and demise of the Soviet political system and consideration of emerging new political configurations in the area.

56 Contemporary Latin American Politics (3). An introduction to contemporary political conditions in Latin America, including consideration of leading theoretical explanations. Country emphasis varies with instructor. Fall and spring. Schoultz.

57 Politics of East-Central Europe (3). Examines contemporary politics in East-Central Europe by looking at the communist period, the 1989 revolutions, and the political, economic, and social transformations underway in the area. Fall, spring. Hicks.

59 Contemporary Africa (3). Examines the development and operation of the political systems of contemporary Africa, emphasizing the period since independence and giving primary attention to sub-Sahara Africa. Fall. Newbury.

60 Political Change and Modernization (3). An overview of politics and government in the Third World, emphasizing characteristics, problems, and solutions (successful and otherwise) common to nations making the attempt to modernize. Fall or spring. White.

61 Major Issues in Political Theory (3). An examination of major issues in political thought, including: equality; obedience; violence and nonviolence; justice; forms of social, economic and political life; liberty; and human nature and politics. Spring. Leonard, Lipsitz, Obler.

62 Introduction to Political Thought: American Political Theory (3). A survey course in American political ideas from the seventeenth century to the present, with emphasis on the role of politics, society, and economy in American thought. Fall. Lienesch.

63 Introduction to Political Thought - Ancient and Medieval (3). Survey designed to introduce students to major political thinkers and ideas of the ancient world and of the medieval period. Fall. Lienesch; staff.

64 Introduction to Political Thought - Modern (3). Survey course designed to introduce students to major political thinkers and schools of thought dating roughly from the 16th century to the present. Spring. Leonard, Lipsitz, Lienesch.

65 African-American Political Thought (3). A consideration of the political thought of African-Americans, particularly within the context of the broader spectrum of American political thought, and both as reaction and contribution to that thought. Fall, spring. Staff.

66 Political Psychology: An Introduction (3). Findings of the behavioral sciences are examined on: human nature, community, political socialization, alienation, mass movements, belief systems and personality in politics. Spring. Searing, Lipsitz.

67 Feminism and Political Theory *(WMST 67)* (3). Introduction to feminist theory and its implications for the study and practice of political theory. Topics: Women in feminist critiques of the western political tradition, schools of feminist political theory. Fall, spring, summer. Leonard.

68 The Ethics of Peace, War, and Defense *(Philosophy 42)* (3). (See Philosophy 42 for description.)

69 Personality and Political Aggression *(PWAD 69)* (3). Personal origins of political aggression, their expression at the group and individual level, possibilities for limitations by public policy. Spring. Staff.

70 Public Opinion and Political Participation (3). A study of forces affecting public opinion and its expressing in various political activities; the personal needs served by political participation and the effect of formal political institutions and social structure upon such participation. Fall. Staff.

71 Introduction to Public Policy Analysis *(Economics 71, Sociology 71, and Public Policy Analysis 71 PWAD 72)* (3). Introduction to the elements of policy analysis by citizens, including definition of problems, criteria, alternatives, models, decision procedures, and political feasibility; illustrated by case studies. Fall. MacRae.

72 Women and Politics *(Women's Studies 72)* (3). A comparison of men and women as political actors at the mass and elite level in America. Topics considered include: the "gender gap," the women's movement, abortion, and the E.R.A. Spring. Conover.

74 Political Feasibility in Policy Analysis (3). Assessment of feasibility of chosen policies, including possibility of enactment and implementation; determining clearance points, predicting behavior of decision makers, building support, assessing rhetoric. Spring. Whitaker; staff.

75 Political Parties and Elections (3). An analysis of the dynamics of party alignment, realignment and of nomination and election to public office in American national government. Fall and spring. Conover.

76 Power and Politicians (3). An examination of political activists and politicians - who they are, what they believe, why they believe it, and what difference it makes for public policy. Spring. Searing.

77 Introduction to Public Administration (3). Problems of the public service; internal dynamics of public organizations; acquisition and allocation of public funds; the roles of bureaucracy in relation to public policy, clients, the citizenry, and society. Fall and spring. Lowery, Whitaker.

79 Principles of Policy Analysis *(Public Policy Analysis 79 and Sociology 79)* (3). A synthesis of principles of policy analysis through work on individual or team projects. A prior course in statistics as well as Political Science 71 (PUPA 71\Poli. Sci. 71\Econ. 71\Sociology 71) are recommended. Spring. MacRae, staff.

80 The President, Congress, and Public Policy (3). An analysis of the roles and influence of the President, the Congress, and other participants in the making of national policy. Fall and spring. Sullivan.

81 Problems in World Order (3). An examination of selected topics in international relations, such as security and defense, international integration, and North-South relations. Staff.

82 Evolution of the International System *(PWAD 82)* (3). An examination of changes in the nature of the international system from about 1870 to the present, emphasizing changing patterns of alliance politics and crisis behavior. Fall and spring. Snyder.

83 The Middle East in World Politics (3). A study of the contemporary international relations of the Middle East, including an analysis of country, regional, and global factors shaping the foreign relations of Middle East states and nonstate actors. Emphasis on problems of war, diplomacy, and peace in the Arab-Israeli and Persian Gulf areas since World War II. Fall. Staff.

84 The Political Left and Jewishness (3). An examination of attitudes of leftist political movements toward issues of anti-Semitism, Jewish assimilation, cultural autonomy, nationalism and Zionism. Spring. Schwartz.

85 Asia and World Affairs (3). A survey of relations between the United States and major Asian powers: China, the USSR, Japan. Spring.

86 International Relations and World Politics (3). The analysis of politics among nations. Fall and spring. McKeown, Obler, Oatley.

87 Latin America and the United States in World Politics *(PWAD 87)* (3). A survey of the events, institutions, and issues that have dominated relations between Latin America and the United States. Schoultz, Hartlyn.

88 International Organizations and Global Issues (3). Examines international organizations and their relationships with and impact upon international politics, international law, and selected global issues. Fall and spring. Staff.

89 Great Decisions (2). Major issues of contemporary international relations, in conjunction with the Great Decisions lecture series. May be repeated for credit once unless credit has already been received for International Studies 93. May not be taken in the same semester as International Studies 93. Spring. Staff.

91, 92 Honors Course (6). Permission of instructor required. Required of all students in the honors program in Political Science. S. Macdonald.

94A Psychoanalysis and the Social Sciences (3). An interdisciplinary examination of the evolution of psychoanalytic theory and methods and their application to such questions as leadership, socialization and group behavior. Spring. Stern.

94B Theory and Practice of Representative Government (3). Theories of representative government with special emphasis upon those derived from modern social choice theory. Fall or spring. Keech.

94C Politics and Literature (3). Prerequisite: One political science course other than Poli. Sci. 41 or any literature course. Models of politics available in literature, literature as political activity, sociopolitical aspects of literary criticism. Draws from English and other literature in translation. Fall and spring. Lipsitz.

94D Practicum in Policy Analysis *(PLAN 94D, Public Policy Analysis 94D)* (3). For senior Public Policy Analysis majors and other senior level students having a strong background and/or interest in the rationale, justification and techniques of, and difficulties encountered in choosing appropriate public policies for defined public problems. The course involves an in-depth analysis of a public policy problem by each member of the class. Spring. Staff.

94E Religion and Politics (3). Considers the theoretical and philosophical content of the relationship between religion and politics. Special attention is given to the American experience, using historical and contemporary sources. Spring. Lienesch.

94F The Political Community (3). This course will address a series of questions about relationships between citizens and their political communities. Topics include human nature, obligation, liberty, participation leadership, and political utopias. Fall. Searing, Conover.

95 Undergraduate Seminar (3). A detailed examination of selected topics in the field of Political Science. Staff.

96 Practicum in State Government (3). Designed to give students experience in the legislative or executive branches of state government. The course will provide the structure for an in-depth study of several contemporary issues facing state government. Fall, spring. Beyle.

99 Independent Study in Political Science (Var.). Permission of Director of Undergraduate Studies. Readings and research under the supervision of a member of the Department. Open to Political Science majors. Fall and spring. Staff.

102 Urban Political Systems (3). Characteristics, political processes, and actor behavior in urban political systems. Spring. Whitaker.

94C Politics and Literature (3). Prerequisite, one political science course other than Political Science 41 or any literature course. Models of politics available in literature and literature as political activity. Draws from English and other literature in translation. Spring. Lienesch, Lipsitz.

115 Politics of the European Community (3). Prerequisite, Poli. Sci. 52 or instructor's permission. Examines the politics and political economy of institutional change and policy making in the European Community. Fall, spring. Marks, Oatley.

116 Politics of Mexico, Central America, and the Caribbean (3). Prerequisite, Poli. Sci. 56 or permission of instructor. The analysis of politics in Mexico, Central America, and the Caribbean. Fall or spring. Hartlyn, Huber.

117 Political Economy I: The Domestic System (3). Problems of the national government in managing capitalist development and economic growth; political constraints; patterns of conflict among domestic actors. Fall. Staff.

120 Politics of South America (3). Prerequisite, Poli. Sci. 56 or permission of instructor. Analysis of politics in South America. Fall or spring. Hartlyn, Huber.

121 Collapse of Communist Rule in the USSR and Eastern Europe (3). Looks at factors on the domestic, bloc, and international levels to evaluate competing explanations of the collapse of communist rule in the Soviet Union and Eastern Europe. Fall. Hicks.

122 Politics and Society in the U.S. and the Soviet Union. (3). Prerequisite, Political Science 55 or equivalent, History 31, Economics 168, or Sociology 152. An examination of selected aspects of politics and society in the USA and USSR; focusing upon differences and similarities and their underlying causes. Fall. Schwartz.

123 Government and Politics in Japan (3). Examines the Japanese political process in the period since World War II with emphasis on popular culture and behavior, and on governmental policy making in both domestic and foreign affairs. Previous coursework on East Asia recommended but not required. Spring. White.

124 Communism in Asia (3). This course deals primarily with Russian-Chinese relations but also analyzes the USSR in Asia and the borderlands of Sinkiang and Mongolia. Spring. Staff.

125 Contemporary China - Government and Politics (3). Examines the development of the political system of China with particular emphasis on its historical, social and cultural dimensions. Fall. Staff.

126 Politics and Society in Africa (3). Prerequisite, Poli. Sci. 59 or 60 or African Studies 60. Comparative analysis of state-society relations in selected post-colonial African countries. Spring. Newbury.

127 Democracy and Development in Latin Anmerica (3). Prerequisite, Poli. Sci. 56 or permission of instructor. The analysis of central issues of democracy and development in Latin America. Fall or spring. Hartlyn, Huber.

128 European Politics (3). Prerequisite, Poli. Sci. 52. Deals with the major and some of the smaller European countries. Discussion of current events; theoretical work; partly in small groups. Fall. Steiner.

129 Germany in European Politics (3). Prerequisites, 52 or permission of instructor. An examination of the role of post-war Germany in Europe; the German question and the special relationship between the two German states; comparison of the Federal Republic and the German Democratic Republic. Fall, spring. Staff.

130 Southern Africa in Conflict (3). Prerequisite, Poli. Sci. 86 or 59 or permission of the instructor. The problems of race, class, and ideology are explored in the countries south of the Zambesi River along with the political and economic ties that bind these countries. Spring. Staff.

132 Health Systems and Political Systems (3). An examination of the impact of politics and ideology of the organization, and delivery of medical care services in the U.S., Great Britain, and the U.S.S.R. Spring. Schwartz.

133 Politics of Macroeconomic Policy (3). Prerequisite, Economics 10. The effects of political considerations on macroeconomic policymaking, and the effects of economic variables on voting and popular support for incumbents. Fall or spring. Keech, Lowery.

134 North Carolina Politics and Public Policy (3). An intensive study of politics, government and public policy in the state of North Carolina. Emphasis is placed on student research projects, with a major paper the main requirement. Fall. Beyle.

135 State Politics and Public Policy (3). The comparison of development and implementation of public policy in the states. Special emphasis is placed on the impact of the political process and intergovernmental relations. Spring. Beyle.

136 South in National Politics (3). This course analyzes the important roles played by the South in national politics. Topics include the South in presidential elections and the roles played by southerners in the U.S. House and U.S. Senate. Fall. Staff.

138 Power, Morality, and Foreign Policy *(PWAD 138)* (3). Prerequisite, Poli. Sci. 86 or permission of instructor. To what extent can, and should, moral concerns be integrated into national foreign policies - An examination of theoretical alternatives as well as selected substantive issues (e.g., human rights, just war, food policy, development assistance). Fall.

140 International Political Economy (3). Theories of international political economy; major trends in international economic relations; selected contemporary policy issues. Prerequisites, Poli. Sci. 86 and ECON 10. Fall. McKeown, Oatley.

141 Theories of War and Peace *(PWAD 141)* (3). Prerequisite, Poli. Sci. 86 or permission of instructor. Theories of international relations, with emphasis on the role of force, causes of conflict, and conditions of cooperation. Fall or spring. Donnelly.

142 Gender Issues in Planning and Development *(WMST 142)* (3). This course examines gender differences in the economic development process in the Third World and explores methods of incorporating a gender analysis in the work of development planners and policy makers. Fall. Noponen.

143 Contemporary Problems of Soviet Foreign Policy (3). Prerequisite, Poli. Sci. 86 or permission of instructor. General propositions about contemporary foreign relations of the USSR will be examined through analysis of selected case studies. Fall or spring. Staff.

144 American Foreign Policy: Formulation and Conduct (3). Prerequisite, Poli. Sci. 86 or permission of the instructor. The role of Congress, the press, public opinion, the President, the Secretary and the Department of State, the military, and the intelligence community in making American foreign policy. Emphasis is placed on the impact of the bureaucratic process on the content of foreign policy. Fall and spring. Staff.

145 Contemporary International Relations of the United States (3). Prerequisite, Poli. Sci. 86 or permission of instructor. A study of selected United States foreign policy problems since World War II; analysis of the process of policy formulation, and the impact of the external environment and domestic policies on the White House and Department of State. Spring. Staff.

146 International Communications and Comparative Journalism *(JOMC 146)* (3). Prerequisite, six semester hours of upper-division courses in international relations or recent European history. Fall. Staff.

147 Contemporary Inter-American Relations *(Peace, War and Defense 147)* (3). Prerequisite, and/or POLI 56, POLI 87. A comprehensive analysis of hemispheric international relations and foreign policies of individual Latin American nations. Spring. Schoultz.

149 Defense Policy and National Security (3). Prerequisite, Poli. Sci. 86 or permission of instructor. A study of national defense policy as affected by the constitutional and political setting, as well as its relation to foreign policy. Some attention to strategic doctrine. Staff.

150 European Foreign Politics (3). Prerequisite, Poli. Sci. 52 or 86 or permission of instructor. Foreign policies of European countries towards each other, the superpowers, NATO, the European Community, and the developing countries. Oatley, staff.

151 The Adversary System of Criminal Justice *(ADJU 100)* (3). (All other information remains the same as former ADJU 100).

152 Law Enforcement in a Democratic Society *(ADJU 102)* (3). (All other information remains the same as former ADJU 102).

153 Constitutional Policies and the Judicial Process *(PWAD 154)* (3). Analysis of the structure and functions of judicial systems emphasizing the organization, administration, and politics of judicial bureaucracies and roles of judges, juries, counsel, litigants, and interested groups in adjudication processes. Fall. Richardson.

155 The Constitution of the United States *(History 175)* (3). A study of the fundamental principles of constitutional interpretation and practice in the United States by means of lectures, textbooks, and cases. Emphasis will be on the political context surrounding and the impact following Supreme Court decisions. Fall and spring. Bruer.

156 Junior/Senior Seminar in Law and Justice *(ADJU 104)* (3). Advanced topics of varying focus, taught in seminar format for students who have completed appropriate background coursework. Permission of instructor is required. Spring. Staff.

157 Civil Liberties Under the Constitution (3). An analysis of the complex political problems created by the expansion of protection for individual liberties in the United States. Emphasis will be on contemporary problems with some supplemental historical background. Spring. Staff.

158 The Problems of Change in Correctional Administration *(ADJU 103)* (3). An analysis of the political, legal, and administrative problems involved in effecting changes in correctional administration. Fall and spring.

159 Criminal Law Development and Administration *(ADJU 101)* (3). Analysis of problems in defining, invoking, and administering criminal law as a governmental process.

161 Social and Political Philosophy (3). An examination of the logic of social and political thought with an analysis of such concepts as society, state, power, authority, freedom, social and political obligation, law, rights. Spring. Obler.

162 American Political Thought (3). A historical and analytic examination of the ideas underlying the the political culture and institutions of the United States. Spring. Lienesch.

163 Marxism and Socialism (3). A consideration of the political thought of major Marxist and socialist schools, including Marxism, Leninism, contemporary Democratic and Revolutionary socialism - with reference to Utopian socialism, and recent controversies on the left. Fall. Lipsitz.

165 Problems of Modern Democratic Theory (3). Major problem areas in democratic theory including definitions, presuppositions, and justifications of democracy, liberty, equality, minority rights, public interest, participation, dissent and civil disobedience. Fall. Lipsitz, Lienesch, Keech.

166 Recent Contemporary Political Thought (3). Survey of the historical foundations, central tenets, and political consequences of prominent twentieth century political theories. Topics include: contemporary liberalism and Marxism, fascism, theories of development populism, feminism. Fall or spring. Leonard.

167 Advanced Political Psychology (3). Prerequisites, Poli. Sci. 66, 69 or 94A. Examines in greater depth issues in the field of political psychology, including conflict and conflict resolution, socialization, attitude formation, mass movements, leader-follower relationships, and psychobiography. Spring. Lipsitz.

168 Recent Developments in Political Philosophy (3). A study of selected recent works of Continental or Anglo-American political theory by authors such as Rawls, Nozick, Walzer, Habermas and Gadamer. Fall or spring. Leonard.

169 Theory and Practice of Representative Government (3). Theories of representative government with special emphasis on those derived from modern social choice theory. Keech.

170 U.S. National Elections (3). Course studies U.S. Presidential and Congressional elections. Emphasis on individual vote, changing party strengths, and the relation of outcomes to policy. Spring. G. Rabinowitz.

171 Race, Poverty, and Politics *(HUSA 171)* (3). Definitions of poverty and their policy implications; the composition and causation of poverty; an examination of public policies directed at the alleviation, reduction, and elimination of poverty. Fall. Schwartz.

172 Executive Politics (3). This course explores how presidents select policy options, how they decide timing, what shapes their congressional support, and how they build successful coalitions. Spring. Sullivan.

173 Government and the Environment (3). Examines political implications of environmental problems; environmental policymaking and implementation processes in the U.S., and management problems in selected policy areas such as population, energy, pollution, the ocean, land, hazardous waste, wilderness areas. Fall. Staff.

174 Mass Media and American Politics (3). Prerequisites, Junior-Senior standing and Political Science 41. Examination of the role, behavior, and influence on the mass media in American politics.

175 Quantitative Analysis for Public Policy *(PLAN 175, Public Policy Analysis 175)* (3). Prerequisite, Statistics 11; Economics 70 or equivalent. Application of statistical techniques, including regression analysis, in public policy program evaluation; research design and data collection and management. Spring. Van Doren, staff.

176 International Law (3). Prerequisite, Poli. Sci. 86 or permission of instructor. The place of international law in the international political system; traditional substantive issues (e.g., recognition, laws of war, intervention); selected new issues; hypothetical cases/problems. Emphasis on relation between law and politics. Spring. Staff.

177 Administrative Law Development and Applications (3). Analysis of problems in defining, invoking, and applying administrative law at the federal and state level; rulemaking, administrative adjudication and judicial review. Spring. Allred.

179 Science and Policy *(Sociology 133, Public Policy Analysis 179)* (3). The problems of using expert knowledge in democratic policy formation. These relate to communication within scientific disciplines; scientists' values; and the use of scientific information and personnel in decision making. Spring. MacRae.

180 Formal Models of Political System (3). An introduction to the use of mathematical models for analyzing political behavior. Fall and spring. McKeown.

191 Introduction to Public Finance *(Economics 140)* (3). Principles and practices of the budgetary activities of American governments - federal, state, and local. Students may not receive credit for both Econ. 140 and 141. Akin, Wertz, Wilde.

Portuguese

(See Romance Languages)

Department of Psychology

David Galinsky, *Chair*

In the undergraduate study of psychology, the emphasis is not on specialization, but rather upon a broad acquaintance with the behavioral sciences. The subject matter is preparatory to a career in psychology either in basic research and teaching, or in any number of professional applications to various human problems. A psychology major also may prove valuable to those planning other professional careers, such as medicine, law, education, or business, as well as to those who seek a broad cultural background in the behavioral sciences.

The courses in the department available to undergraduate students are listed on the following pages. No courses numbered 200 or above may be taken by undergraduate students except under special circumstances. As indicated, some courses in this listing will only be offered in alternate years; consult the current Directory of Classes for each semester's offerings. Psychology 10 is prerequisite to ALL other courses offered in the Department of Psychology. Students and their advisers should take careful note of the specified prerequisites for advanced offerings in this listing. The specified courses (or their equivalents from other institutions) provide a necessary background for entry into these advanced courses.

Students seeking the Bachelor of Arts degree in Psychology must complete the following departmental requirements in addition to those required by the College of Arts and Sciences.

Psychology 10
Biology 11 and 11L
One additional Natural Science Perspective with or without lab

One of Psychology 20, 21, 22, or 23

Two of Psychology 24, 28, 33, or 80

Psychology 30 or 30C

Psychology 50

Two Psychology courses numbered 100 or above (except Psychology (104; may include Psychology 152 or 153 but not both.)

One additional Psychology course

A student may submit a maximum of 40 hours of credit in psychology courses towards the completion of the B.A. degree.

If possible, Psychology 30 or 30C should be taken prior to the junior year.

Students interested in pursuing a professional career in psychology or related sciences may elect to work for the Bachelor of Science degree in Psychology. The following requirements are those specific to the B.S. in Psychology. In addition to these requirements the candidate for the B.S. in Psychology must fulfill all of the perspective and basic skill requirements of the B.A. degree.

Out of Department:

Modern Language through level 4

Math 31 and 32

Computer Science 14

Biology 11 and 11L

At least four additional Natural Science
  (one of which must be a physical science and at least one of which must have a lab)

Anthropology 117

Psychology Courses:
(minimum of 10 courses)

Psychology 10

Two of Psychology 20, 21, 22, or 23

Two of Psychology 24, 28, 33, or 80

Psychology 30C. (With departmental approval, Psychology 30 plus an advanced course in psychological measurement or research design may substitute for Psychology 30C.)

Psychology 50

Three additional courses above. Psychology 99 (except Psychology 104)

All majors must complete at least six psychology courses above Psychology 10 with a grade of C (not C -) or higher. Students planning to enter graduate programs in psychology are urged to include Psychology 130 in their program and as many courses numbered 100 and above as possible. Details of the student's program may be worked out in consultation with their college and departmental advisers.

Any major in the program with an overall grade point average of 3.2 or higher is eligible for enrollment in the departmental honors program. Application to the Director of the Honors Program should be made before registering for the second semester of the junior year. Each candidate for honors participates in a three-semester sequence (Psychology 98, 99A, and 99B) which provides an opportunity to carry out independent work in an area of the student's choice under the guidance of a departmental faculty member. The Director of the Honors Program will help the student work out the choice of appropriate topic and research supervisor.

10 General Psychology (3). No prerequisite. A survey of major principles of psychology and an introduction to scientific modes of thought about behavior. Students participate in ongoing psychological research in the Department. Fall and spring. Staff.

Note: Psychology 10 is prerequisite to all Psychology courses listed below.

20 Cognitive Psychology (3). Prerequisite, Psychology 10. Topics in attention; memory; visual, auditory, and other forms of information processing; decision making; and thinking. Fall and spring. Staff.

21 Sensation and Perception (3). Prerequisite, Psychology 10. Topics in vision, audition, and the lower senses. Receptor mechanisms, psychophysical methods, and selected perceptual phenomena will be discussed. Fall and spring. Staff.

22 Learning (3). Prerequisite, Psychology 10. Topics in conditioning, verbal learning, memory, and problem solving. Fall and spring. Staff.

23 Biopsychology (3). Prerequisite, Psychology 10. Study of the biological basis of behavior. Emphasis will be placed on human findings and applications. Fall and spring. Staff.

24 Child Development (3). Prerequisite, Psychology 10. Study of the development of social and intellectual behavior in normal children, and the processes which underlie this development. Emphasis is typically on theory and research. Fall and spring. Staff.

28 Personality (3). Prerequisite, Psychology 10. Basic principles of personality structure, dynamics, development, assessment and theory are discussed. Consideration is given to both environmental and biological determinants of personality. Fall and spring. Staff.

30 Statistical Principles of Psychological Research (3). Prerequisite, Psychology 10. Consideration of the methodological principles underlying psychological research, descriptive and inferential techniques, and the manner by which they may be employed to design psychological experiments and analyze behavioral data. Three lecture and one laboratory hours a week. Fall and spring. Staff.

30C Statistical Principles of Psychological Research (3). Prerequisites, Psychology 10, Math 31. Consideration of the methodological principles underlying psychological research, descriptive and inferential techniques. This section is for students in the B.S. Psychology program. Fall and spring. Staff.

33 Social Psychology (3). Prerequisite, Psychology 10. Introductory survey of experimental social psychology covering attitudes, interpersonal processes, and small groups. Fall and spring. Staff.

50 Laboratory Research in Psychology (4). Prerequisite, Psychology 30. Experiments in biological, behavioral, cognitive, developmental, personality, and social psychology will be discussed, prepared, performed and reported. One lecture and four laboratory hours per week. Fall and spring. Eckerman.

70 Drugs and Human Behavior (3). Prerequisite, Psychology 10. This course will examine the use of drugs to alter behavior. Social implications of drug use and methods for preventing and treating drug abuse also will be considered. Spring. Dykstra.

80 Behavior Disorders (3). Prerequisite, Psychology 10. Major forms of behavior disorders in children and adults, with an emphasis on description, causation, and treatment. Fall and spring. Staff.

90 Senior Seminar in Psychology (3). Prerequisite, faculty recommendation. Limited to seniors majoring in psychology. A comprehensive survey of current theoretical, methodological, and professional problems in psychology. Four seminar hours a week as announced. Staff.

94A Evolution of Mind (3). Prerequisite, Psychology 10, Anthropology 41, or Sociology 11. Human biological evolution is reviewed. Man's basic nature - naked ape, killer ape, selfish ape, etc. - is explored. Mind and consciousness are considered in the light of the evolution of ideas and attitudes. Fall and spring. Johnson. [This course has been approved as a Capstone course in Psychology.]

94B Psychological Consequences of Warfare *(PWAD 94B)* (3). Prerequisite, Psychology 10. This course looks at war in terms of its profound impact on a variety of individuals, civilians as well as military. The focus will be in the period from World War II through the present. Fall and spring.Staff. [This course has been approved as a Capstone course in Psychology.]

98 Independent Research (1 - 3). Prerequisites, Psychology 10, two additional courses and permission of the instructor and the department chair. Supervised research resulting in a written report. Restricted to two semesters of credit. Fall and spring. Staff.

99 Honors in Psychology (3). Prerequisites, application to the Director of Honors and enrollment in the honors programs. Reading and research problems. To be taken twice (fall and spring semester), in the senior year, by each honor student and may be counted toward the major in the student's option. 99A, Fall; 99B, Spring. Shinkman.

Advanced Undergraduates and Graduate Students

NOTE: Psychology 10 or the equivalent is prerequisite to all courses numbered above 100.

100 Thinking and Cognition (3). Prerequisite, Psychology 10. Considers problems in intelligence, concept formation, problem solving, and thinking. Emphasis will be on an examination of the experimental literature with attention to recent developments in information processing models. As announced. Johnson, P. Gordon.

101 Conditioning and Learning *(Neurobiology 101C)* (3). Prerequisite, Psychology 22. A comprehensive survey of the methods, findings, and theories of classical and operant conditioning. Skills necessary to evaluate, integrate and summarize significant original literature will be developed. Fall. Eckerman.

102 Biological Foundations of Behavior (Neurobiology 102) (4). Prerequisite, Psychology 22 or Biology 11. Ethological, genetic, and physiological variables will be studied in relation to their behavioral effects. Two lecture and three laboratory hours a week. As announced. Staff.

103 Introduction to Mathematical Psychology (3). Prerequisites, Psychology 30, Math 32, or permission of the instructor. The use of mathematical models in psychology, with topics selected from measurement, scaling psychophysics, learning, decision, and choice theory. As announced. Wallsten.

104 Current Topics in Psychology (3). Prerequisites, Psychology 10 and permission of the instructor. Various special areas of psychological study as needed. Course may be taken more than once. Fall and spring. Staff.

NOTE: Psychology 104 will not fulfill a 100-level course requirement for a B.A. or B.S. degree in Psychology.

106 Physiological Psychology *(Neurobiology 106B)* (3). Prerequisite, Psychology 23 or permission of instructor. Elements of neurophysiology, neuroanatomy, and neurochemistry as they apply to the understanding of behavior and conscious experience. Fall and spring. M. Gallagher.

109 Applied Behavioral Analysis (3). Prerequisites, Psychology 22 and 80 or permission of instructor. A survey of applications of learning theory in solving clinical, educational, and societal problems. Practicum experience included. Spring. Staff.

110 Motivation (3). Prerequisite, Psychology 10. Major theories and supporting research on motivational processes in the control of behavior. As announced. Staff.

112 Historical Trends in Psychology (3). Prerequisite, Psychology 10. Limited to senior majors or to graduate students in psychology; others by permission of the instructor. Overview of the origins of psychological concepts, movements, and fields of study. As announced. Fillenbaum.

119 Learning Theory and Practice (3). Prerequisite, Psychology 22. A consideration of paradigms and theories of learning and memory and their application in applied contexts such as education and the workplace. As announced. Staff.

120 Sensory Processes (3). Prerequisites, Psychology 20, 21 or 23. Each year the course will deal with a specific sensory topic, such as "color vision" or "the chemical senses." Fall. Hollins.

121 Advanced Perceptual Processes (3). Prerequisite, Psychology 21. The perception of shape, space, and motion; also, the role of past experience, set and motivation in perception. Fall and spring. Hollins.

122 Human Learning (3). Prerequisite, Psychology 22. Interference theory, long- and short-term memory, organizational processes in memory, and human discrimination learning and concept formation. Fall and spring. Long.

124 Psychological Applications of Drugs (3). Prerequisites, Psychology 22 and 80. This course will investigate the pharmacological effects and the clinical efficacy of drugs used to treat behavior disorders. Fall. Picker.

125 Psychology of Language (3). Prerequisite, Psychology 10. After an examination of the possible relations between psychology and linguistics, this course will consider problems in the acquisition of language and particular recent work in experimental psycholinguistics. Fall. Fillenbaum.

127 Cognitive Development (3). Prerequisite, Psychology 24. An examination of the development of attention, perception, learning, memory, and thinking in normal children. Fall and spring. Ornstein, Kurtz-Costes.

128 Development of Language (3). Prerequisite, Psychology 24. Study of the development of language in normal children. Spring. Staff.

129 Development of Social Behavior and Personality (3). Prerequisites, Psychology 24, 28, and 30. Developmental processes during early childhood as these relate to social behavior and personality. Fall and spring. Cairns, Gariepy.

130 Design and Interpretation of Psychological Research (3). Prerequisite, Psychology 30. Emphasis on methodological principles underlying the experimental and correlational research. Interaction of theory and practice in the design and interpretation of psychological studies. Spring. Panter, Wallsten.

135 Behavioral Decision Theory (3). Prerequisite, Psychology 10 or permission of instructor. Simple mathematical and psychological models of judgment and choice, and related experiments, are treated, as are applications to real-world problems in medical, environmental, policy, business, and related domains. Spring. Wallsten.

140 Advanced Personality (3). Prerequisite, Psychology 28 or graduate standing. An in-depth analysis of major theoretical issues in personality study. Fall and spring. Gray-Little, Lowman.

141 Psychology of Adulthood and Aging (3). Prerequisite, Psychology 24. A developmental approach to the study of adulthood, from young adulthood through death. Topics include adult issues in personality, family dynamics, work, leisure and retirement, biological and intellectual aspects of aging, dying and bereavement. As announced. Barrick or staff.

142 Psychology of Black Americans (3). Prerequisite, Psychology 28. This course will focus upon the personal characteristics of black Americans as these have been studied by psychologists and other behavioral scientists. Various methodological approaches will be considered. As announced. Gray-Little.

144 Psychological Disorders of Childhood and Adolescence (3). Prerequisites, Psychology 24 and 80 or graduate standing. A survey of theories bearing on atypical development and disordered behavior, and an examination of major child and adolescent behavior problems and clinical syndromes. Fall and spring. B. Gordon, Kupersmidt, Margolis, Wiss.

145 Behavioral Medicine (3). Prerequisite, Psychology 80 or graduate standing. An in-depth coverage of the theoretical issues and clinical manifestations of psychological responses characteristic of individuals with chronic physical disorders. As announced. Staff.

146 Behavior and the Brain: Introduction to Neuropsychology (3). Prerequisites, Psychology 20 and 23 or permission of instructor. Introduction to brain-behavior relationships through the study of the effects of brain damage. Focus on cognitive and emotional processes in humans as they are affected by disease and trauma to the brain. Fall. Hartman.

148 Tests and Measurement (3). Prerequisites, Psychology 30. Basic psychometric theory underlying test construction and utilization. Detailed study of issues and instruments used in assessing intellective functioning, educational progress, personality, and personnel selection. Spring. Staff.

152 Atypical Personalities and Groups I (3). Prerequisite, Psychology 80. This course studies persons and groups labeled as different, outsiders, deviant, stigmatized, or occupying disvalued roles. Focus is placed on how these individuals present themselves in person and in writing. Fall. Barrick or staff.

153 Atypical Personalities and Groups II (3). Prerequisite, Psychology 152. This course studies persons and groups labeled as different, outsiders, deviant, stigmatized, or occupying disvalued roles. Focus is placed on how these individuals present themselves in person and in writing. Spring. Staff.

170 Research in Developmental Psychology (3). Prerequisites, Psychology 24 and 30. Introduction to the issues, methods and outcomes of research in developmental psychology. Demonstrational projects designed and completed. One lecture and four laboratory hours per week. As announced. Cairns, Ornstein, Valsiner.

171 The Development of Black Children (3). Prerequisite, Psychology 24. A survey of the literature on the development of black children. Topics include prenatal development, intelligence, black dialect, socialization, family issues, and school achievement. Psychology 30 recommended. As announced. E. Jones.

172 Family as a Context for Development (3). Prerequisite, Psychology 24 or permission of instructor. Explores how the family influences children's development. Topics include genetics, family structure (e.g., single parents, working mothers, divorce, number of siblings); discipline; parental values and beliefs; ethnic diversity. Fall and spring. Kurtz-Costes.

180 Introduction to the Study of Exceptional Children (3). Prerequisite, Psychology 28 or equivalent. Overview of mental retardation, autism, and learning disabilities; students devote some time each week in work with a handicapped child in addition to the regular class meetings. Spring. Baroff.

183 Contemporary Sex Roles *(Women's Studies 183)* (3). Prerequisite, Psychology 10. Covers theories and research in the areas of constitutional and social learning influences on sex differences; sex-role identification and the assessment of masculinity and femininity; sex differences in such areas as intellectual accomplishment, achievement, dependency and aggression; and sex differences in relation to behavior disorders. As announced. Margolis or staff.

186 Nonviolent Diuspute Resolution *(PWAD 186)* (3). Prerequisite, Psychology 10 or permission of instructor. Theories of conflict and conflict resolution are systematically applied in the contexts of interpersonal, intergroup and interethnic conflict, with a focus on empirical knowledge and acquisition of skills for nonviolent dispute resolution. Spring. Schopler.

187 Applied Social Psychology: (3). Prerequisite, Psychology 30 and 33. Applications of social psychological theory/research to practical social problems and issues, e.g., organizational behavior-job satisfaction, effects of advertising and media on behavior, and discrimination-affirmative action. As announced. Staff.

188 Small Groups (3). Prerequisites, Psychology 30 and 33 or permission of the instructor. Intensive survey of research and theory on behavior in small groups combined with appropriate experience in studying various structured groups. As announced. Schopler, Thompson.

189 Interpersonal Processes (3). Prerequisites, Psychology 30 and 33 or permission of the instructor. Intensive coverage of normal interpersonal processes, focusing on the dyad. Fall or spring. Rusbult or staff. 191 Attitude Change (3). Prerequisites, Psychology 30 and 33 or permission of the instructor. A detailed consideration of the theoretical issues in attitude and belief change. Fall. Thompson or staff.

Curriculum in Public Policy Analysis

Michael I. Luger, *Chair. Advisory Committee:* Deborah Amaral, Richard Andrews, Glenn Cassidy, David Dill, James Gallagher, Harvey Goldstein, John Kasarda, William Keech, David Lowery, Duncan MacRae, Michael Munger, Joseph Rees, Dennis Rondinelli, John Stewart, James Wilde, Gordon Whitaker, Dale Whittington.

The Curriculum in Public Policy Analysis (PUPA), an undergraduate program, leads to a Bachelor of Arts degree. It stresses the analysis of alternative public policies using concepts and techniques from several disciplines, in areas of application as diverse as health, the environment, international affairs, urban and rural development, and social welfare. It is concerned as well with policy choices by citizens, who decide among courses of action in terms of their own system of values rather than those of an employer. In that respect, the curriculum provides an education in the liberal arts. The combination of this general liberal arts training, the development of analytic abilities, and the acquisition of substantive knowledge in a particular policy area forms a useful basis for further education for the professions or public service, as well as for policy-related graduate work in individual disciplines.

Bachelor of Arts with a Major in Public Policy Analysis

General College: All General College requirements must be met. The following courses are recommended: Economics 10 (prerequisite for PUPA 100), Math 32 (prerequisite for STAT 23), Political Science 41, and Sociology 20. Several Basics Skills and Perspectives Courses also satisfy prerequisite or core requirements of the curriculum, including Statistics 23 (prerequisite for PUPA 175) and Philosophy 37. No more than one such course also may be counted as a PUPA core course. Prerequisites for options chosen below may also be taken in the General College.

Third and Fourth Years: Specific course requirements to be met in accordance with the following distribution:

Core Requirements: One course in each of the following six core areas is required (18 hours) unless substitution of more advanced courses is authorized by the curriculum chair:

A. Introduction to Public Policy: Public Policy Analysis 71/Economics 71/Political Science 71/Sociology 71.
B. Ethics and Policy Analysis: Philosophy 37, 41, 42; Public Policy Analysis 67/City and Regional Planning 67.
C. Economic Analysis: Public Policy Analysis 100/Economics 100; Economics 101.
D. Political and Administrative Feasibility of Policies: Public Policy Analysis 73/City and Regional Planning 73; Public Policy Analysis 74/Political Science 74.
E. Quantitative Analysis: Public Policy Analysis 175/Political Science 175/Sociology 175.
F. Advanced Individual Projects: Public Policy Analysis 94; Public Policy Analysis 91-92 (honors).

Specialization Courses: Each student must take at least fifteen hours in an area of specialization, chosen in consultation with the curriculum chair. This may be either a substantive area or an aspect of analysis. Recommended areas of concentration are listed below. A listing of courses that satisfy each of the areas is available in the curriculum office.

Business and Government Policy
Communications, Public Opinion, and Information Policy
Criminal Justice and Corrections, and Public Policy
Economic Development and Public Policy
Economic Policy
Education Policy
Environmental Protection Policy
Health Policy
International Business Policy
International Relations and Public Policy
International Trade and Economic Policy
Labor Organizations: Business and Public Policy
Labor and Social Welfare Policy
Land Use and Natural Resource Policy
Macropolicy
Natural Resources and Energy Policy
Population Policy
Public Management
Race and Gender Issues and Public Policy
Science and Technology Policy
State and Local Public Policy
The Policy-Making Process and Implementation
Transportation/Infrastructure Policy
Urban Development/Housing Policy

In addition to the above list, students may define their own area of specialization, or combine areas, with consent of the curriculum chair.

Honors: Students who wish to apply for honors in Public Policy Analysis should consult the curriculum chair early in their junior year. A substantial project in policy analysis is required.

Prospective majors should see the chair of the curriculum in 120 Abernethy Hall.

Minor in Public Policy Analysis

The undergraduate minor in Public Policy Analysis consists of five courses.

PUPA 71 - Introduction to Public Policy Analysis or 71H
PUPA 73 - State and Local Government Public Policy

or

PUPA 74 - Political Feasibility
(POLI 74)
PUPA 100 - Microeconomics for Policy Analysis (ECON 100)

or

ECON 101 - Intermediate Theory: Price and Distribution
PUPA 175 - Quantitative Methods in Policy Analysis
(POLI 175) - [Prerequisite: STAT 23 or ECON 70]

One applied policy course, approved by the chair of the curriculum in Public Policy Analysis.

If any courses listed above are required as part of the student's major core, the curriculum chair will substitute other PUPA courses, either PHIL 37, PHIL 41, PHIL 42, or PUPA/PLAN 67 (all deal with ethics and policy analysis), a more advanced version of the courses listed above, or a second applied policy course.

PUPA courses include:

67 Ethical Basis of Public Policy Decision-Making *(City and Regional Planning 67)* (3). An investigation of the legal and moral bases for policy-making in the environmental and land-use policy areas. Fall. Brower; staff.

71 Introduction to Public Policy Analysis *(Political Science 71, Economics 71, Sociology 71)* (3). Introduction to the elements of policy analysis by citizens, including definition of problems, criteria, alternatives, models, decision procedures, and political feasibility: illustrated by case studies. Fall and spring. MacRae, Munger.

73 Urban Politics and Public Policy *(City and Regional Planning 73)* (3). A selection of public policy topics on the current urban agenda, with a focus on the political context. Particular stress on policy alternatives, feasibility, implementation, and the division of responsibility and coordination among levels of government and the public and private sectors. Spring. Howes.

74 Political Feasibility in Policy Analysis (Political Science 74) (3). Assessment of feasibility of chosen policies, including possibility of enactment and implementation; determining clearance points, predicting behavior of decision-makers, building support, assessing rhetoric. Spring. Whitaker.

90P Internship (Var.) Supervised internship, with reports required. With permission of the Chair. Fall and spring. Luger.

91, 92 Honors in Public Policy Analysis (3). Directed research, on an independent basis, for majors who are preparing an honors thesis and for the oral examination on the thesis. Fall and spring. Luger.

94 Practicum in Policy Analysis (3). For senior Public Policy Analysis (PUPA) majors and other senior level students having a strong background and/or interest in the rationale, justification and techniques of, and difficulties encountered in choosing appropriate public policies for defined public problems. The course involves an in-depth analysis of a public policy problem by each member of the class. Spring. Staff.

98 Independent Study in Public Policy (Var.). Supervised study for students interested in public policy analysis. Fall, spring. Staff.

100 Microeconomics Theory and Applications *(Economics 100)* (3). See Economics 100 for description.

153 Environmental Management and Policy *(Environmental Sciences and Engineering 153)* (3). Intensive introduction to environmental management policy, including environmental and health risks, policy institutions, processes, and instruments, policy analysis, and major elements of American environmental policy. Lectures and case studies. Fall. Andrews.

175 Quantitative Analysis for Public Policy *(Political Science 175)* (3). Prerequisite, Statistics 23; Economics 70 or equivalent. Application of statistical techniques, including regression analysis, in public policy program evaluation; research design and data collection and management. Spring. Staff.

Department of Radio, Television, and Motion Pictures

(Please see Department of Communication Studies)

Department of Religious Studies

Jack M. Sasson, *Chair*

The Department of Religious Studies is dedicated to the study of the world's religions as historical and cultural phenomena. We examine singly or comparatively various religious traditions, including their history, sacred texts, beliefs, rituals, and institutions. Inherently interdisciplinary in its approach, Religious Studies also explores these traditions and other related phenomena in light of other cognate disciplines such as anthropology, history, philosophy, and sociology.

The department offers a wide variety of courses ranging from large introductory classes to advanced seminars, as well as independent studies and an honors thesis program for qualified students.

Introductory: These courses provide general vocabulary and concepts useful for the entire field of religious studies or for major areas within that general field and representative examples of issues, problems and data in the study of religion. Courses numbered below 50 are introductory courses.

Intermediate: These courses provide intensification and refinement of knowledge in the study of religion by focusing on more specific data and by employing methods more precisely. Intermediate courses numbered between 50 and 100.

Advanced: These courses provide for the study of specific topics and problems in which a student should integrate primary and secondary data and methods in "research essays." Admittance to this level is governed by prerequisites and by general preparation. Advanced courses numbered above 100.

Major

There are two options in the major. In deciding on courses and an area of concentration, students may work within the subfields of American Religious History, Ancient Mediterranean Religion, History of Religions, Medieval and Early Modern Religions, and Religion and Culture. Minimum requirements for each option are as follows:

Intensive Option: A total of nine courses must be taken, five of which are to be numbered above 50. Two of these five must be numbered above 100. A student is to take courses in three of the subfields, including at least one in History of Religions. A student must choose one of the three subfields as his or her area of concentration. At least five courses are to be taken within this concentration, including both of those numbered above 100.

Extensive Option: A total of nine courses must be taken, five of which are to be numbered above 50. Two of these five must be numbered above 100. A student is to take courses in four of the subfields, including at least one in History of Religions. A student must choose one of the four subfields as his or her area of concentration. At least three courses are to be taken within this concentration, including at least one of those numbered above 100.

Additional information about the major is available from the departmental office, 101 Saunders Hall.

Minor in Religious Studies

The undergraduate minor in Religious Studies consists of five religion courses. Three of the five courses must be above the 50 level and one course must be above the 100 level.

Additional Information

A. Honors Program: Students majoring in Religious Studies (including double majors) with grade point average of 3.3 or above in department courses and 3.2 GPA overall may choose to do an honors thesis. Candidates for graduation with Honors in Religious Studies are to be enrolled in RELI 97 in the fall and RELI 98 in the spring semester of their senior year. Consult the Department's Director of Undergraduate Studies for details.

B. Languages: Those wishing to proceed to graduate study in religion should give special consideration to the inclusion in the undergraduate program of one or more languages in which the sacred literatures of the world have been written as well as the modern languages of scholarship. In addition to the language courses offered by this department, UNC-Chapel Hill offers courses in Greek, Latin, Arabic, and Sanskrit.

C. Other undergraduate courses: Majors should consult with their advisers concerning other undergraduate courses which have a particular relevance to the study of religion.

D. The Department of Religious Studies also offers an M.A. and a Ph.D. in Religious Studies. M.A. and Ph.D. students in other departments may minor in religion.

10 World Religions (3). An introduction to the basic beliefs, rituals, and institutions of the major Western and non-Western religions. Fall or spring. Sanford, Waghorne.

20 Culture of The Ancient Near East *(History 92a)* (3). A consideration of the cultural and religious milieu of the second millennium b.c. as it sheds light on biblical origins. Fall. Sasson.

21 Introduction to Old Testament Literature (3). Fall. Van Seters, Sasson.

22 Introduction to New Testament Literature (3). Spring. Ehrman.

24 Introduction to Judaic Civilization (3). Continuity and change in the major periods of Judaism. Fall. Halperin.

25 Introduction to Islamic Civilization *(History 36)* (3). A broad, comprehensive, and interdisciplinary introduction to the traditional civilization of the Muslim world. Fall. Bodman.

26 Later Islamic Civilization and the Modern Muslim World *(History 37)* (3). A broad interdisciplinary survey of the later Islamic empires since the fifteenth century and their successor societies in the modern Muslim world. Spring. Bodman.

27 Introduction to the History of Christian Traditions (3). Analysis of continuities and innovations in the history of Western Christian traditions. Fall or spring. Kaufman.

29 History of Religion in America *(History 92b)* (3). Survey of the beliefs and practices of the major religious groups in America and the ways they have influenced American history. Fall or spring. Wacker, Maffly-Kipp.

30 Critical Issues in Western Religious Thought (3). A consideration of major questions within and about religious thought. Fall or spring. Kaufman.

31 Introduction to Religion and Culture (3). This course gives beginning students a sense of what it means to study religion as an academic subject. Some of the most significant instances of the emergence, development, and transmission of religious traditions are examined in cross-cultural context. Masuzawa.

32 Philosophy of Religion *(Philosophy 32)* (3). A philosophical inquiry into the problems of religious experience and belief, as expressed in philosophic, religious, and literary documents from traditional and contemporary sources. Fall and spring. Adams, Rosenberg, Nord.

33 The Claims of Science and Religion *(Philosophy 43)* (3). The proposition that God exists treated as a scientific hypothesis. Evidence for and against the hypothesis. The status of other minds and free will in science and religion. Conflicting views about creation, revelation, miracles, and prayers. Spring. Schlesinger.

35 Introduction to Philosophical Approaches to Religion (3). An inquiry into the philosophical assumptions underlying various approaches to religious phenomena, with special reference to ritual, myth, belief, symbolism, and other forms of religious practice. Fall or spring. Churchill, Tyson.

36 Introduction to the Psychology of Religion (3). A philosophical perspective on religious experiences in various cultures and religious systems as defined by such authors as William James, Sigmund Freud and Mircea Eliade. Fall or spring. Peck.

37 Introduction to Religious Ethics (3). A study of the nature, methods, and aims of ethics, as seen in exemplary persons and actions in Western culture, with emphasis on religious and social context and contemporary problems. Fall or spring. Churchill, Tyson.

39 Asian Religions (3). An introduction to major religions of South Asia and East Asia, such as Hinduism, Buddhism, Confucianism, Taoism, and Shintoism. Fall. Sanford, Waghorne.

40 Mysticism (3). Comparative study of mysticism in several religious traditions, Eastern and Western. Spring. Staff.

54 The Religion of Israel (3). A study of basic aspects of Israelite religion, including expression of theological themes (e.g., creation, salvation, monotheism), religious institutions (e.g., priesthood and prophets), and religious practices (e.g., prayer and sacrifice). Spring. Van Seters.

55 Legends of Genesis (3). A study of the Patriarchal narrative preserved in the book of Genesis as it is illuminated by recent discoveries in the cultures of the Ancient Near East. Spring. Sasson.

56 History and Culture of Ancient Israel *(History 92C)* (3). An examination extending from Hebrew origins to the Babylonian exile and including political history as well as social and religious institutions. Spring. Van Seters.

57 Prophecy In Ancient Israel (3). An examination of the origins, psychology, and conventional forms of prophecy as well as the writings of major prophets of the Old Testament. Fall. Van Seters.

58 Jesus in Myth, Tradition, and History 30 - 200 A.D. (3). An analysis of the variety of traditions used in the first two centuries to portray Jesus, focusing on the reasons for this variety and the historical and literary problems it presents. Fall. Ehrman.

59 The Birth of Christianity (3). An analysis of the origin of the Christian Church and the earliest stages of its expansion with particular emphasis on the problems evident in the shift from a Jewish to a Gentile framework. Paul's role and contribution in defining and resolving the issues will be considered in detail and evaluated in the light of subsequent events. Spring. Ehrman.

60 Classical Islamic Civilization (3). Introduction to the religious institutions, political structures, literatures, and intellectual traditions of Islam in Irano-Semitic lands, from the birth of the Prophet Muhammad to the fifteenth century. Fall. Ernst.

61 Varieties of Early Christianity (3). A study of various forms of Christianity in prominent heresies of the second and third centuries (e.g. Gnosticism, Marcionism, Montanism), focusing on their polemical relationship to orthodox Christianity. Fall. Ehrman.

62 Islamic Civilization in the Modern World (3). Religion, politics, and culture in Islamic countries from 1500 to the present, with emphasis on last great empires (Mughul, Ottoman, and Safavid), European imperialism, and problems confronting Muslims today. Spring. Ernst.

63 Medieval Philosophy *(Philosophy 57)* (3). A survey of medieval philosophy from Augustine through Ockham. Topics: God and the world, faith and reason, knowledge and reality, the problem of universals. Additional main authors: Anselm, Aquinas, Duns Scotus. Spring. Galligan.

64 The Fundamentals of Hinduism: The Sacred Texts (3). The most widely known and used religious texts of India studied in their ancient and modern context with consideration of their past and present importance to the Western world. On demand. Waghorne.

65 The Fundamentals of Hinduism: Rites, Rituals, Feasts and Festivals (3). An introduction to the importance of ritual in Hinduism. Close study of contemporary temple and domestic rites as well as public festivals. Special attention to methods and problems of interpretation. Fall, spring. Waghorne.

66 The Buddhist Tradition: India and Tibet (3). Historical inquiry into the development of Buddhism from its origins through its periods of greatest glory in India, China, and Japan. On demand. Sanford.

67 The Buddhist Tradition: East Asia (3). An examination of the transformations and developments affecting Buddhism after its importation to East Asia. Special attention will be given to Ch'an/Zen, the Pure Land schools, and the estoric traditions. Fall, spring. Sanford.

68 Literature and Religion in America (3). A study of religious ideas and cultural forms in America through an examination of a variety of genres including novels, poetry, essays, and sermons. Maffly-Kipp.

70 Religious Structures in Primitive Societies (3). A discussion of symbols, myths, and ritual in selected nonurban traditions. Spring. Staff.

71 Liberal Tradition in American Religion (3). An examination of the growth of liberal theological expressions, such as rationalism, romanticism, and modernism, from the early eighteenth century to the present. Spring. Staff

72 Evangelical Tradition in America (3). An attempt to define the historical, sociological, and Constitutional dimensions of Protestant evangelicalism in Britain and America. Fall or spring. Staff.

81 Religion and Literature (3). Prerequisite, Religion 31 or permission. Through reading of literary works, this course will address issues concerning the relation between religion and literature. While examining critically the traditional notion of literature as one of the cultural media available for expressing religious ideas, the course will explore other forms of correlation between the two. The texts will be selected from various cultural traditions.

84 Psychology of Religion (3). Prerequisite, Religion 36 or permission of the instructor. Critical studies of texts (e.g., James, Freud, Jung, Kierkegaard) dealing with the dynamics of religious experience. Psychological, philosophical, and literary approaches to personality change, mystical states, myths, dreams, and symbols. Fall or spring. Peck.

94A Symbolism (3). Examination of various leading theories of symbolism and their application to several areas of modern culture. Particular emphasis placed on symbolism in art and religion but other fields will be considered. Fall or spring. Staff.

97, 98 Courses for Honors (3 each semester). Prerequisite, permission of the instructor and the Director of Undergraduate Studies. Required of all students reading for honors in Religious Studies. Fall and spring. Staff.

99 Topics in the Study of Religion (3). Prerequisite, permission of the instructor. Subject matter will vary with instructor and topic, but will always be focused on a particular problem or issue. Fall and spring. Staff.

105 Myth, History, and Religion (3). An analysis of those terms in their methodological and descriptive meaning in the study of religion. Spring. Staff.

106 The Medieval Church *(History 106)* (3). The nature and workings of the Western church between roughly 600 and 1300. Emphasis on the church "from within": organization, missionary strategies, liturgy, monasticism, popular religion. Spring (alternate years). Pfaff.

107 Topics in Philosophical Problems in Religion (3). Prerequisite, senior or graduate standing, or permission of the instructor. Topic varies. Fall or spring. Tyson.

113 Biblical Hebrew (3). Introduction to the grammar and exegesis of Biblical Hebrew. Fall. Sasson, Halperin.

114 Biblical Hebrew (3). Prerequisite, Religion 113 or permission of instructor. Continuation of Religion 113. Spring. Sasson, Halperin.

115 Intermediate Classical Hebrew (3). Reading in biblical, Mishnaic, and medieval poetry and prose. Fall. Sasson, Halperin, Van Seters.

116 Intermediate Classical Hebrew (3). Continuation of Religion 115. Spring. Sasson, Halperin, Van Seters.

117, 118 Elementary Akkadian (3 each semester). Prerequisite, permission of the instructor. An introduction to the Cuneiform script and the elements of Akkadian grammar. Selected readings in Old Babylonian (Codex Hammurabi, Atrahasis Epic) and Neo-Assyrian texts (Epic of Creation, Gilgamesh Epic). On demand. Sasson.

119 Greek New Testament *(Greek 158)* (3). Prerequisite, Greek 22 or equivalent. On demand. Staff.

120 Religion, Fundamentalism, and Nationalism *(PWAD 120)* (3). An exploration of explosive combinations of religion and politics in the Iranian revolution, the Palestinian movement, Hindu nationalism in India, and Christian fundamentalism in America. Spring. Ernst.

121 Myths and Epics of the Ancient Near East *(Folklore 141)* (3). Prerequisite, permission of the instructor. An examination of Babylonian, Canaanite, Egyptian, Hittite and Sumerian texts from the pre- biblical era, focusing on representative myths, epics, sagas, songs, proverbs, prophecies, and hymns. Spring (alternate years). Sasson.

123 The Messiah and the Apocalypse (3). Ideas concerning the Messiah and the end of the world held by Jews, Christians, and Muslims. Emphasis on the beginning of the Christian era. Fall or spring. Sasson, Halperin.

124 History-Writing in Ancient Israel (3). Prerequisite, Religion 21. A study of historical tradition in the Old Testament as reflected in the books from Joshua to 2 Kings. On demand. Van Seters.

125 Moses, The Man and the Tradition (3). Prerequisite, Religion 21. A study of the formation of the biblical traditions about Moses in Egypt, the exodus, and the giving of the law at Sinai. On demand. Van Seters.

127 Problems in Early Christian Literature and History (3). Prerequisite, one of the following: Religion 22, 58, 59, or permission of the instructor. Fall. Staff.

128 Problems in the New Testament and Rabbinic Judaism (3). Prerequisite, permission of the instructor. Uses of the New Testament as a source for the study of Judaism, and the study of Judaism as an aid to understanding the New Testament. Fall (alternate years). Halperin.

132 Topics in Medieval Philosophy *(Philosophy 152)* (3). An intensive study of some medieval philosophical author (e.g., Aquinas, Scotus or Ockham) or topic (e.g., arguments for the existence of God, universals, knowledge of individuals). Spring. Galligan.

134 The Reformation *(History 114)* (3). Examines a movement of religious reform that shattered Latin Christendom and contributed many of the conditions of early Modern Europe. Emphases: religious, political, social. Spring. Headley.

136 Studies in Christian Theologies and Theologians (3). Prerequisite, permission of the instructor. An investigation of one writer or school in the history of Christian theology as an example of typical methods, positions, and problems within the tradition. Fall or spring. Kaufman.

138 Modern Western Religious Thought (3). Prerequisite, one of the following: Religion 27, 29, 30, 32, 35, Philosophy 32 or 60. Representative themes and approaches in the work of modern Western religious thinkers. Fall or spring. Peck, Kaufman.

140 Studies in American Religion (3). Prerequisite, permission of the instructor. A consideration of varying topics from intellectual, literary, social, and cultural dimensions of American religion. Fall or spring. Maffly-Kipp.

142 Religion and Anthropology *(Anthropology 142, Folklore 142)* (3). Prerequisite, junior/ senior or graduate standing. Religion, studied anthropologically, as a cultural, social, psychological phenomenon in the works of classical and contemporary social thought. Fall or spring. Tyson and Peacock.

144 Christianization of the Slavs (Slavic 144 (3).

145 The Figure of the Father in Religion and Literature *(Women's Studies 145)*. (3). Prerequisite, permission of the instructor. The relationship between the figure of the father and the authority of the law (religious, societal, or familial) studied through such writers as Flaubert, Kafka, and Freud. Fall or spring. Masuzawa.

150 Religions of Africa (3). Prerequisite, Religion 10 or equivalent. A general study of religious forms in Africa. Fall or spring. Staff.

156 Ethnicity, Race and Religion in America (3). Prerequisite, Religion 29 or permission. A methodological inquiry into ethnicity, race, and religion as constituents of personal and communal identity. Emphasis on the implications of these categories for a religiously pluralistic society. Maffly-Kipp.

159 Public Religion in U.S. History *(History 159)* (3). Prerequisite, introductory History or Religious Studies course. A study of public religion in U.S. history including the relations of religion and government, the idea of American exceptionalism and destiny, the role of religious movements. Fall. Mathews.

160 Topics in Comparative Religion (3). Cross cultural investigation of specific problems or issues in the general history of religious (e.g. pilgrimage, religious biography, "new" religions). Sanford, Waghorne.

161 Selected Topics in the Study of Asian Religions (3). Prerequisite, permission of the instructor. A close examination of a selected topic in Asian religions. On demand. Sanford.

162 Taoism (3). A study of the major writings and cultic forms of Taoism. Some attention will also be given to related unorthodox, popular movements. Fall or spring. Sanford.

163 Religious Dimensions of Japanese Culture (3). The role of Shinto and Buddhism in the development of Japanese arts and literature. Fall. Sanford.

164 Judaism and the Rabbis (3). Prerequisite, permission of the instructor. Exploration of Rabbinic Judaism (second through sixth centuries a.d.) and its literature. Spring. Halperin.

169 Medieval Religious Texts (3). Prerequisites, permission of the instructor and reading knowledge of Latin. Readings in one or two major texts in Latin which permit close study of several issues in the development of Christian life and thought during the Middle Ages. Spring. Kaufman.

172 Islam in South Asia (3). A survey of the formation of Islamic traditions in the subcontinent from the eighth century to the present, with emphasis on religion and politics, the role of Sufism, types of popular religion, and questions of Islamic identity. Spring. Ernst.

174 Chinese World Views *(Anthropology 174)* (3). An approach to Chinese history, literature, science, and society through an exploration of a few pervasive cultural themes. Chinese sources in translation and western anthropological and philosophical sources are used. Fall or spring. Farquhar.

175 Religion and Culture in Modern South Asia (3). Study of Buddhism, Islam, and Hinduism in the development of contemporary Sri Lanka, Pakistan, and India respectively. Focus on the roots of change in the late 19th century and the problems of modernization. Staff.

176 Chinese Religious and Philosophical Texts: I (3). Prerequisite, permission of the instructor. An introduction to the reading of classical Chinese religio-philosophical texts in the original language. On demand. Sanford.

177 Chinese Religious and Philosophical Texts: II (3). Prerequisite, Religion 176 and permission of the instructor. An in-depth reading in a single text or tradition of texts. On demand. Sanford.

178 Gender in the History of Religions (3). Developments in the use of gender as a religious symbol and a religious structure from primal religion to the beginning of a philosophical tradition in Asia, Africa, and Europe. Fall or spring. Waghorne.

179 Readings in Islamicate Literatures (3). Prerequisite, permission of instructor. Study of selected religious, literary, and historical texts in Arabic, Persian, or Urdu. On demand. Ernst.

184 Studies in the Psychology of Religion (3). Prerequisite, Religion 36, 84, or permission of the instructor. The interpretation of myth, dreams, and rituals, using the resources of depth psychology and the tools of cultural criticism. Fall or spring. Peck.

185 Shamanism, Feminism, and Colonialism (3). Shamanism, Feminism, and Colonialism as significant forces in Latin American religious history and cultural life. Spring. Peck.

186 Freud and Nietzsche on Religion and Interpretation (3). Prerequisite, permission of the instructor. A close examination of selected works by Nietzsche and Freud and their critical impact on the contemporary analysis of literature and of religion. Fall or spring (alternate years). Masuzawa.

187 Studies in the Rhetoric of Religion (3). Prerequisite, permission of the instructor. An examination of ritual, allegory, and symbol as modes of religious expression in cultic and literary contexts. Fall or spring. Tyson.

190 Religion and Society *(Sociology 121)* (3). Prerequisite, Sociology 10 or permission of the instructor. Sociological analysis of group beliefs and practices - both traditionally religious and secular - through which fundamental life experiences are given coherence and meaning. Fall or spring. Reed.

191 Religious Ethics and Issues in Contemporary Medicine (3). Prerequisite, senior or graduate standing. Examination of religious-ethical dimensions of such issues as the dying patient, organ transplants, abortion, prolongation of life, and experimentation on human beings, drawing on theory from the traditional western religions and the social sciences. Fall or spring. Churchill.

193 Special Topics in Mysticism (3). Prerequisite, permission of the instructor. Historical and typological study of specific aspects of mystical and nonnormative religious forms. Fall or spring. Staff.

195 Islam: An Historical Introduction *(History 195)* (3). A study of Islam in the historical context of its growth from the prophecy of Muhammad to a major force in a world civilization. Fall. (Alternate years.) Bodman.

199 Independent Study (3). Prerequisites, advanced undergraduate or graduate standing and permission of the instructor. Subject matter should be arranged with specific instructor. Fall and spring. Staff.

Department of Romance Languages

Stirling Haig, *Chair*

Catalan

101 Introduction to Catalan (3). Introduction to Catalan language. Readings. On demand. Staff.

French

Students interested in a major in French should consult the Director of Undergraduate Studies for French and Italian in 238 Dey Hall.

Those students who plan to teach in public high schools should see "School of Education."

The upper-college requirement for a major in French is eight courses. French 50, 60, 61, and 62 are required. Of the remaining four, two should be chosen from 51, 52, 53, 76, 126, 145, and 146; and two others are to be chosen from that group or from 77, 80, 81, 82, 95, and 96. Those who read for honors will take 97 as a ninth major course. (French 51 does not count toward the major for students who have spent an academic year in France.)

Minor in French, Italian, Portuguese, or Spanish

The Department of Romance Languages offers a minor area of study in four languages - French, Italian, Portuguese, or Spanish.

The minor in any of these languages consists of a minimum of five courses in one language selected from among those numbered between 50 and 199 applicable to the major, excluding 83, 84, 94B, and 97 (and excluding Spanish 51). One of the five courses must be the composition and grammar review course offered in each of the four languages, i.e., French 50, Italian 50, Portuguese 51, and Spanish 50.

UNC Year-at-Montpellier

The University sponsors an academic year (mid-September through mid-June) of study in Montpellier, France, in cooperation with the Université de Montpellier. Students from UNC-Chapel Hill and from other institutions may earn up to thirty semester hours of undergraduate credit under the supervision of the resident director, a member of the faculty of the Department of Romance Languages. The program is open to qualified undergraduates regardless of academic major and is not restricted to third-year students. Inquiries should be addressed to UNC Year-at-Montpellier, 238 Dey Hall.

French

1, 2 Elementary French (4 each). The sequence 1, 2 introduces the essential elements of French structure and vocabulary and aspects of French culture. Aural comprehension, reading, speaking, and writing are stressed in that order. Four hours a week plus laboratory. Staff.

1-2 Intensive Elementary French (6). The 1-2 course covers the material of the 1, 2 sequence in a single semester. Six hours a week, plus one hour of unsupervised laboratory. Fall. Staff.

3, 4 Intermediate French (3 each). French 3, 4 is a two-semester sequence designed to increase reading and writing skills. An introduction to representative literary works is included. Aural comprehension and speaking skills are also stressed. Staff.

3-4 Intensive Intermediate French (6). Prerequisite, French 1-2. The 3-4 course is a continuation of the 1-2 sequence. Six hours a week, plus one hour of unsupervised laboratory. Spring. Staff.

14, 15 Beginning French for Advanced Students (3 each). A beginning sequence for students with at least four semesters of another foreign language. Emphasis in the first semester is on grammar; in the second, on reading, writing and speaking. Use of the language laboratory is required. Completion of sequence should enable one to understand lectures in literature classes. Fall and spring. Staff.

21 Introduction to French Literature (3). Prerequisite, French 4 or equivalent. Selections from the major genres of French literature from the Renaissance to the present. Lectures and discussions in French. Any semester. Staff.

23 Introduction to French Conversation (3). Prerequisite, French 4 or equivalent. Emphasis on practical, everyday use of the language. Any semester. Staff.

23A Intermediate Conversation (3). Same description as French 23 above.

24 Intermediate Composition (3). Prerequisite, French 4 or equivalent. Practice in a variety of areas such as business and social correspondence and creative composition based on literature, depending on interest and needs of the class. Any semester. Staff.

40 French Theatre in Translation (3). See "Courses in English Translation."

41 French Novel in Translation (3). See "Courses in English Translation."

43 French Women Writers in English Translation (3). See "Courses in English Translation."

50 French Composition and Grammar Review (3). Prerequisite, French 21 or equivalent. Emphasis on syntax, grammar, translation, essay writing. Significant writing component. Any semester. Staff.

51 French Conversation (3). Prerequisite, fifth semester French or equivalent. Fall, spring. Staff. Includes significant writing component. (Does not count toward major for students who have spent an academic year in France.)

52 French Civilization I (3). Prerequisite, French 21 or equivalent. A study of the important aspects of French civilization from its beginning to the French Revolution. Fall. Vogler.

53 French Civilization II (3). Continuation of French 52, from the Revolution to the present. Spring. Vogler.

60 Survey of French Literature I (3). Prerequisites, French 21 or equivalent and French 50 may be corequisites. A survey of French literature from its origins through the sixteenth century. Fall or spring. Staff.

61 Survey of French Literature II (3). Prerequisite French 21 or equivalent and French 50 may be corequisites. A survey of French literature of the seventeenth and eighteenth centuries. Fall or spring. Staff.

62 Survey of French Literature III (3). Prerequisite, French 21 or equivalent and French 50 may be corequisites. A survey of French literature of the nineteenth and twentieth centuries. Fall or spring. Staff.

76 Advanced French Conversation (3). Prerequisite, French 51 or equivalent and French 50 may be corequisites. Contemporary topics in French and Francophone culture; conversation and composition. Readings from recent books, journals and newspapers. Staff.

77 Francophone Literature (3). Prerequisites, French 21 or equivalent and French 50 may be corequisites. Novel, theater, and film from Africa and the Caribbean. B.A. level Aesthetic Perspective.)

80 Studies in French Drama (3). Prerequisite, French 21 or equivalent and French 50 may be corequisites. Study of major representative French plays from the Middle Ages through the twentieth century. Fall or spring. Staff.

81 Studies in French Poetry (3). Prerequisite, French 21 or equivalent and French 50 may be corequisites. A study of selected masterpieces of French poetry. Fall. Staff.

82 Studies in French Prose (3). Prerequisite, French 21 or equivalent and French 50 may be corequisites. Important developments in the genre from 1600 to 1900. Spring. Staff.

83 Materials and Methods in K - 12 French *(Education 83F)* (6). Prerequisite, senior status. Heining-Boynton.

84 Directed Teaching of K - 12 French *(Education 84F)* (12). Prerequisite, French 83. Heining-Boynton.

94A Courtship and Courtliness from King Arthur to Queen Victoria *(WMST 94A)* (3). Interdisciplinary study of western views concerning love between the sexes, focusing on courtly love in the Middle Ages and romantic love in the Victorian era. Literary, historical, and art historical materials. Spring. Burns.

94B Grounding of Ethics (3). An investigation of the relationship between philosophy and literature, focusing on the distinctions between common morality and ethics, and on what foundation values might be established in a world of changing beliefs. Spring. de la Quérière. Capstone course. Does not count toward major.

95 Special Topics or Readings in French (3). A tutorial for advanced students in French on a topic agreed upon by the student and a member of the faculty. Any semester. Staff.

96 Undergraduate Seminar in French Literature (3). Prerequisite, French 21 or equivalent. Inquire in 238 Dey for subject. Any semester. Staff.

97 Honors Thesis in French (3). Required of all students reading for honors. Preparation of an essay under the direction of a member of the faculty. Topic to be approved by thesis director in consultation with honors adviser. Any semester. Staff.

103 Advanced Composition (3). Prerequisite, French 50. Review of advanced grammar. Exercises in translation from English into French of literary and critical materials. Free composition and training in the use of stylistic devices. Fall. de la Quérière, Sherman, Haig.

126 History of the French Language *(Linguistics 164)* (3). Prerequisite, French 50 or instructor's permission. Spring. Maley.

145 French Phonetics and Phonology *(Linguistics 165)* (3). Prerequisite, French 50 or equivalent, or permission of instructor. The study of sounds as systems in modern standard French. Lecture, discussion, laboratory practice in practical phonetics according to individual needs. Spring. Maley.

146 Structure of Modern French *(Linguistics 166)* (3). Prerequisite, French 50 or equivalent, or permission of instructor. Introduction to morphology, syntax, and semantics of modern standard French and to theories of modern grammar. Attention is also given to the application of linguistic theory to the teaching of French. Fall. Maley.

Italian

Students interested in a major in Italian should consult the Director of Undergraduate Studies for French and Italian. (Inquire in 238 Dey Hall.)

The upper-college requirement for the B.A. degree with a major in Italian is eight courses including Italian 50, and seven courses chosen from 51, 52, 60, 61, 82, 95, 96, 111, 112, 126, 141, 151, 171, 181, 194, 195, 196.

1, 2 Elementary Italian (3 each). The sequence of 1, 2 introduces the essential elements of the Italian language and aspects of Italian culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Staff.

3, 4 Intermediate Italian (3 each). Designed to develop basic skills with emphasis on speaking and writing, this sequence will also complete a systematic review of grammar. Italian 4 will introduce readings in literature. Staff.

14, 15 Accelerated Italian (3 each.) A two-semester sequence for students with special aptitude and interest in developing language skills. Recommended for those planning work in Italian literature. Does not fulfill General Education requirement. Staff.

21 Advanced Italian (3). Based on the reading of selected works of modern prose and drama, this course is designed to continue the study of grammar and syntax and to motivate the student for more advanced work in literature. Fall. Staff.

23 Introduction to Italian Conversation (3). Prerequisite, Italian 4 or instructor's permission. Emphasis on practical, everyday use of the language. Any semester. Staff.

40 Dante in English Translation (3). Not open to undergraduate majors in Italian. Fall. Cervigni.

41 Italian Renaissance Literature in Translation (3). See "Courses in English Translation."

42 Modern Italian Literature in Translation (3). See "Courses in English Translation."

50 Italian Composition and Grammar Review (3). Prerequisite, Italian 4, 15, or equivalent. Fall. Staff.

51 Italian Conversation (3). Prerequisite, Italian 4, 15, or equivalent, or consent of instructor. Spring. Staff.

52 Italian Civilization (3). Prerequisite, Italian 4, 15, or consent of instructor. A study of the importance of Italian civilization from its beginning to the present. Fall. Staff.

60 Survey of Italian Literature I (3). Prerequisites, Italian 15, 21, or consent of Instructor. A survey of Italian literature from its origins through the sixteenth century. Spring. Staff.

61 Survey of Italian Literature II (3). Prerequisites, Italian 15, 21, or consent of instructor. A survey of Italian literature from the seventeenth century to the present. Fall. Staff.

82 The Modern Italian Novel (3). Prerequisites, Italian 15, 21, or consent of instructor. A representative sampling of the genre from Verga to the present. Spring. Staff.

95 Special Topics of Readings in Italian Literature (3). A tutorial for advanced students in Italian on a topic agreed upon by the student and a member of the faculty. Any semester. Staff.

96 Undergraduate Seminar in Italian Literature (3). A seminar on a previously announced subject. Any semester. Staff.

97 Honors Thesis (3). Required of all students reading for honors. Preparation of an essay under the direction of a member of the faculty. Topics to be approved by thesis director in consultation with honors adviser. Any semester. Staff.

111 Survey of Italian Literature I *(to 1600)* (3). Prerequisite, permission of instructor for undergraduate; none for graduate. The survey will be conducted as comprehensively as is feasible on the basis of available anthologies in the original language, with particular attention to authors and texts included in the current departmental reading lists. Fall. (Alternate years.) Rao.

112 Survey of Italian Literature II *(1600 to present)* (3). Prerequisite, permission of instructor for undergraduate; none for graduate. See description under ITAL 111. Spring. (Alternate years.) Illiano.

126 History of the Italian Language (3). Prerequisites, Italian 15, or 21, and consent of instructor. The evolution of the Italian language as documented in literary texts from the origins to the present. Spring. (Alternate years.) Rao.

141 Italian Literature of the Renaissance I (3). Prerequisites, Italian 15 or 21, or equivalent. A study of the major figures of Italian Humanism, Latin and vernacular, from Salutati to Poliziano. Fall. Any semester. Rao.

151 Italian Literature of the Renaissance II: The Cinquecento (3). Prerequisite, Italian 15 or 21 or equivalent. After a brief description of the literary situation in the Cinquecento the following three authors will be studied in detail, with close reading of the three works indicated: Machiavelli, Il Principe and at least one book of I Discorsi; Ariosto, Orlando Furioso; Tasso, Gerusalemme Liberata. Spring. (1987 and every third year.) Rao.

171 The Eighteenth Century (3). Prerequisite, Italian 15 or 21. The literature of Arcadia, the Enlightenment, and Neo-Classicism. Vico, Goldoni, Parini, and Alfieri. Fall. (Alternate years.) Illiano.

181 Italian Romanticism (3). Prerequisite, Italian 15 or 21. Preromanticism; Alfieri; the lyrics and novels of Foscolo, Leopardi, Manzoni; the Romantic drama from Pindemonte to Niccolini. Fall. Illiano. Any semester. Illiano.

182 Italian Literature in the Second Half of the 19th Century (3). Prerequisite, Italian 15, 21 or equivalent. The major literary forms in the second half of the century with particular regard to Verismo, Verga, Carducci, Pascoli, Scapigliatura, and Decadentismo. Spring. Any semester. Illiano.

194 Modern Italian Poetry (3). Prerequisite, Italian 15 or 21. The major poets and trends of the nineteenth and twentieth centuries: Decadenti, Crepuscolari, Futuristi, and Ermetici. Fall. Any semester. Illiano.

195 Modern Italian Fiction (3). Prerequisite, Italian 15 or 21. D'Annunzio, Svevo, Moravia, Pavese, Vittorini, Calvino, etc. Fall. Any semester. Illiano.

196 Modern Italian Drama (3). Prerequisite, Italian 15 or 21. Grotteschi, Pirandello, Italian drama after World War II, Eduardo de Filippo, etc. Spring. Any semester. Illiano.

Portuguese

Students interested in a major in Portuguese should consult the Director of Undergraduate Studies for Spanish and Portuguese in 238 Dey Hall.

The upper-college requirement for the B.A. degree with a major in Portuguese is eight courses to be chosen from Portuguese 51, Composition and Conversation; 53, Luso-Brazilian Civilization; 126, History of the Portuguese Language; 101, 102, Survey of Portuguese Literature; 103, 104, Survey of Brazilian Literature; 135, Brazilian Drama 95, Special Topics or Readings in Portuguese; 96, Seminar in Brazilian or Portuguese Literature.

1, 2 Elementary Portuguese (3 each). Three hours a week, plus laboratory. Fall and spring. Clark; staff. Attention is called to Portuguese 14, 15, designed for advanced students who have fulfilled the requirements in another foreign language.

1-2 Intensive Elementary Portuguese (6). This 1-2 course covers the material of the 1,2 sequence in a single semester. Six hours a week, including one hour of supervised laboratory. Students who place into Portuguese 1 or 2 on the basis of two or more years of high school Portuguese may NOT enroll in the course. Fall. Staff.

3 Intermediate Portuguese (3). Three hours a week, plus laboratory. Fall. Clark; staff.

4 Intermediate Portuguese (3). Three hours a week, plus laboratory. Spring. Clark; staff.

3-4 Intensive Intermediate Portuguese (6). Prerequisite, Portuguese 1-2. The 3-4 course is a continuation of the 1-2 sequence. Six hours a week, including one hour of supervised laboratory. Portuguese 3-4 will be open only to those students who place into Portuguese 3 or have already taken Portuguese 1-2 or Portuguese 2.

14, 15 Beginning Course for Advanced Students (3 each). A course in Brazilian Portuguese for students who have already fulfilled their requirement in another foreign language. Introduction to spoken language, followed by readings from representative modern Brazilian authors. Three hours a week. Fall and spring. Clark; staff.

35 Modern Brazilian Literature in English Translation (3). See "Courses in English Translation."

40 Portuguese and Brazilian Fiction in Translation (3). See "Courses in English Translation."

51 Composition and Conversation (3). Prerequisite, Portuguese 4 or 15, or equivalent. Designed to provide basic conversation and fundamentals of composition in Portuguese. Spring. Clark, Rector; staff.

53 Luso-Brazilian Civilization (3). Prerequisite, Portuguese 4 or 15, or equivalent. A general introduction to the history and culture of Luso-Brazilian civilization, with basic readings in Portuguese, lectures, slides, etc. Fall. Clark, Rector.

95 Special Topics or Readings in Portuguese (3). A tutorial for advanced students in Portuguese on a topic agreed upon by the student and a member of the faculty. Any semester. Staff.

96 Undergraduate Seminar in Portuguese Literature. (3). A seminar on a previously announced subject. Any semester. Staff.

97 Honors Thesis (3). Required of all students reading for honors. Preparation of an essay under the direction of a member of the faculty. Topic to be approved by thesis director in consultation with honors adviser. Any semester. Staff.

101 Survey of Portuguese Literature I (3). Prerequisite, Portuguese 4, 15, or equivalent. An introduction to Portuguese literature from its origins through the eighteenth century. Fall. Rector.

102 Survey of Portuguese Literature II (3). Prerequisite, Portuguese 4, 15, or equivalent. A survey of Portuguese literature of the nineteenth and twentieth centuries. Spring. Rector.

103 Survey of Brazilian Literature I (3). Prerequisite, Portuguese 4, 15, or equivalent. A survey of Brazilian literature of the colonial period and nineteenth century. Fall. Clark. (1987 and alternate years.)

104 Survey of Brazilian Literature II (3). Prerequisite, Portuguese 4, 15 or equivalent. Study of major writers of twentieth-century Brazilian literature. Spring. Clark.

126 History of the Portuguese Language (3). Prerequisite, Portuguese 15, or equivalent or consent of instructor. Survey of the history of Portuguese with special stress on the characteristics of Brazilian Portuguese and the factors underlying them. On demand. Rector.

135 Brazilian Drama (3). Prerequisites, Portuguese 15, or equivalent, or consent of instructor. A study of representative Brazilian plays of the twentieth century with a review of the development of the theatre in Brazil. Fall. Clark.

Rumanian

101 Introduction to Rumanian (3). Introduction to Rumanian language. Readings. On demand. Staff.

102 Elementary Rumanian (3). Continuation of Rumanian 101. On demand. Staff.

Spanish

Students interested in a major in Spanish should consult the Director of Undergraduate Studies for Spanish and Portuguese in 238 Dey Hall.

Those students who plan to teach in public schools should see "School of Education."

The upper college requirement for a major in Spanish is eight Spanish courses to include Spanish 71, 72, and 73, at least one of Spanish 52, 53, 54, and at least two of Spanish 50, 61, 126, 145, 146. The remaining courses may be selected from the two lists above or from Spanish 80, 81, 82, 85, 86, 87, 95, 96, 113, 114, 117, 120, 135. At least one of the eight courses must be numbered in the 100s.

Spanish American Studies

Students may choose a program leading to a B.A. in Spanish with emphasis on Spanish American civilization and culture. The requirements for this degree are as follows:

A. General College: 20 full semester courses. Portuguese required as a second modern language.

B. Upper College: a minimum of 20 full semester courses must be selected with the following distribution.

1. Eight courses in Spanish, four of which must be chosen from Spanish 53, 54, 61, 73, 81, 87, 113, 114.

2. Five to seven courses in the social sciences to be drawn from the following areas: Anthropology, Economics, Geography, Political Science, and History. Political Science 56 (Introduction to Government and Politics in Latin America) and History 46 - 47 (Latin American History; Colonial and Independence Periods; Latin American States during the National Period) are required.
3 Five to seven courses in allied electives, including two courses in Portuguese above the level of Portuguese 4 or 15.

UNC Year-at-Seville

The University sponsors an academic year of study (September through June) in Seville, Spain, in cooperation with the Universidad de Sevilla. Students from UNC-Chapel Hill and other institutions may earn up to thirty semester hours of undergraduate credit under the supervision of the resident director, a member of the faculty of the Department of Romance Languages. The program is open to qualified undergraduates regardless of academic major and is not restricted to third-year students. Address inquiries to the UNC Year-at-Seville, 238 Dey Hall.

1, 2 Elementary Spanish (4 each). The 1-2 sequence introduces the essential elements of Spanish structure and vocabulary and aspects of Spanish culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Four hours a week, plus laboratory for two semesters. Staff.

1-2 Intensive Elementary Spanish (6). The 1-2 course covers the material of the 1-2 sequence in a single semester. Six hours a week, including one hour of supervised laboratory. Students who place into Spanish 1 or 2 on the basis of two or more years of high school Spanish may NOT enroll in the course. Fall. Staff.

3-4 Intensive Intermediate Spanish (6). Prerequisite, Spanish 1-2. The 3-4 course is a continuation of the 1-2 sequence. Six hours a week, including one hour of supervised laboratory. Spanish 3-4 will be open only to those students who place into Spanish 3 or have already taken Spanish 1-2 or Spanish 2. Spring. Staff.

3, 4 Intermediate Spanish (3 each). The two-semester sequence of Spanish 3, 4 is designed to increase reading and writing skills. An introduction to representative literary works and study of the finer points of Spanish structure are included. Aural comprehension and speaking skills are also stressed. Staff.

14, 15 Beginning Spanish for Advanced Students (3 each). A beginning sequence for students with at least four semesters of another foreign language. Emphasis in the first semester is on grammar; in the second on reading, writing, and speaking. Use of the language laboratory required. Completion of the sequence should enable one to understand lectures in literature classes. Fall and spring. Staff.

21 Introduction to Spanish and Spanish American Literature (3). Prerequisite, Spanish 4 or equivalent. Any semester. Native speakers need instructor's permission. Staff.

22 Spanish and Spanish American Culture (3). Prerequisite, Spanish 4 or equivalent. Any semester. LoRé, staff.

23 Conversation I (3). Prerequisite, Spanish 4 or equivalent. Fall and spring. Native speakers need instructor's permission. Staff.

24 Business and Technical Spanish (3). Prerequisite, Spanish 4 or equivalent. Readings related to students' prospective fields of interest. Any semester. Staff.

35 Contemporary Spanish American Prose Fiction in Translation (3). See "Courses in English Translation."

40 Masterpieces of Spanish Literature in Translation (3). See "Courses in English Translation."

46 Cervantes in English Translation (3). See "Courses in English Translation."

50 Advanced Grammar and Composition (3). Prerequisite, fifth semester Spanish or equivalent. Fall and spring. Perelmuter, Rivero-Potter, staff.

51 Conversation II (3). Prerequisite, fifth semester Spanish or equivalent. Fall and spring. Native speakers need instructor's permission. Staff.

52 Spanish Civilization (3). Prerequisite, Spanish 21, 22, 23, or equivalent. Spain, Spaniards, and Spanish life with special emphasis on nonliterary aspects. Spring. Staff.

53 Spanish American Civilization (3). An introduction to the culture of Mexico, Central America, and the Andean countries. Prerequisite, Spanish 21, 22, 23 or equivalent. Fall. Salgado, Perelmuter, Rivero-Potter, staff.

54 Spanish American Civilization (3). An introduction to the culture of the River Plate region and the Caribbean countries. Prerequisite, Spanish 21, 22, 23 or equivalent. Fall. (1986 and alternate years.) Salgado, Perelmuter, Rivero-Potter, staff.

61 Advanced Conversation and Composition (3). Prerequisite, Spanish 51 or equivalent. Contemporary topics of Spain and Spanish America based on current periodicals, literature, etc. Attention paid to improving not only speaking skills but also writing ability. Some grammar review. Staff.

71 Survey of Spanish Literature to 1700 (3). Prerequisite, Spanish 21 or equivalent. Fall. Bandera, Cilveti, Domínguez.

72 Survey of Spanish Literature Since 1700 (3). Prerequisite, Spanish 21 or equivalent. Spring. Polo de Bernabé, Casado, Collins.

73 Survey of Spanish American Literature (3). Prerequisite, Spanish 21 or equivalent. Spring. Salgado, Perelmuter, Rivero-Potter, staff.

80 Masterpieces of Spanish Drama (3). Prerequisite, Spanish 71, 72, 73 or equivalent. Fall. (1989 and alternate years.) Polo de Bernabé.

81 Masterpieces of Spanish and Spanish American Poetry (3). Prerequisite, Spanish 71, 72, 73, or equivalent. Fall. (1990 and alternate years.) Salgado, Polo de Bernabé, staff.

82 Masterpieces of Spanish Prose (3). Prerequisite, Spanish 71, 72, 73, or equivalent. Spring. (1988 and alternate years.) Casado, Collins, staff.

83 Materials and Methods in High School Spanish *(Education 83S)* (6). Prerequisite, senior status. Fall. Heining-Boynton.

84 Directed Teaching in High School Spanish *(Education 84S)* (12). Prerequisite, Spanish 83. Spring. Heining-Boynton.

85 Medieval Spanish Literature (3). Prerequisite, Spanish 71 or equivalent. A survey of lyric poetry, drama, prose, and genres peculiar to the literature before 1500. Fall. (1990 and alternate years.) Bandera, Domínguez.

86 Spanish Literature of the Renaissance (3). Prerequisite, Spanish 71 or equivalent. A survey of poetry, drama, and prose of the sixteenth century. Spring. (1987 and alternate years.) Cilveti, staff.

87 Contemporary Spanish American Prose Fiction (3). Prerequisite, Spanish 71, 72, 73, or equivalent. Spring. (1987 and alternate years.) Salgado, Perelmuter, Rivero-Potter.

90 Seminar in Latin American Studies *(History 90)* (3). Offered in English. Registration for the course must be preceded by a conference with the instructor. Both semesters. Staff.

95 Special Topics or Readings in Spanish or Spanish American Literature (3). A tutorial for advanced students in Spanish on a topic agreed upon by the student and a member of the faculty. Any semester. Staff.

96 Undergraduate Seminar in Spanish or Spanish American Literature (3). Prerequisite, Spanish 21 or equivalent. A seminar on a previously announced subject. On demand. Staff.

97 Honors Thesis (3). Required of all students reading for honors. Preparation of an essay under the direction of a member of the faculty. Topic to be approved by thesis director in consultation with honors adviser. Any semester. Staff.

103 Advanced Composition (3). Prerequisite, Spanish 50. Review of advanced grammar. Compositions on a variety of topics designed to enhance writing proficiency in Spanish. Training in the use of stylistic devices. Staff.

110 The Generation of 1898 (3). Prerequisites, Spanish 71, 72 or 73. A study of the innovative literary forms and techniques of the Generation of 1898 as seen through representative authors such as Azorin, Baroja, Machado, and Valle-Inclan. Spring. Collins, Gil Casado, Polo de Bernabé.

111 The Hispanic Film: Theory/Culture/Literature (3.) Prerequisite, Spanish 50 or equivalent or permission of instructor. A study of Spanish and Spanish-American film with special attention to problems of an aesthetic and ideological nature and to the relationships between literature, culture, and film. Spring. Polo de Bernabé.

113 Colonial and Nineteenth Century Spanish American Literature (3). Prerequisites, Spanish 71, 72 or 73. Fall. Salgado, Perelmuter.

114 Modernist and Contemporary Spanish American Literature (3). Prerequisites, Spanish 71, 72 or 73. Spring. Salgado, Perelmuter, Rivero-Potter.

117 Cervantes (3). Prerequisite, Spanish 71, 72 or 73. The works of Cervantes, stressing the Quijote and Novelas ejemplares, with consideration of background of Renaissance prose (the romance of chivalry, pastoral, sentimental novel). Spring. Bandera.

120 Women in Hispanic Literature *(Women's Studies 120)* (3). The Image of Woman in 16 - 17th Century Hispanic Literature. A study of the inscription of femininity in texts by Spanish and Spanish American authors. Readings will be available in Spanish or in English translation. Lectures will be conducted in English. Spring. Perelmuter.

126 History of the Spanish Language *(Linguistics 154)* (3). Prerequisite, Spanish 71, 72 or 73. The formation of Castilian and other peninsular dialects and languages, beginning with Vulgar Latin and including Visigothic and Arabic influence. Expansion to the New World. Spring. Domínguez.

135 Modern Spanish Drama (3). Prerequisites, Spanish 71, 72 or 73. A study of plays by principal Spanish dramatists of the twentieth century. Fall. (1986 and alternate years.) Polo de Bernabé.

145 Spanish Phonetics and Phonology *(Linguistics 155)* (3). Prerequisite, Spanish 51 or equivalent. The study of sounds as a system in American and Peninsula Spanish. Attention to practical phonetics according to individual needs. Fall or spring. King, staff.

146 Structure of Modern Spanish *(Linguistics 156)* (3). Prerequisite, Spanish 50 or equivalent. Introduction to theories of grammar with a detailed analysis of the semantic and syntactic structure of contemporary Spanish. Attention also given to the application of linguistic theory to the teaching of Spanish. Fall. King.

150 The Spanish Comedia of the Golden Age (3). A comprehensive study of the Golden Age Spanish theater from its Renaissance beginnings through the 17th century. Spring. Bandera, Cilveti.

Romance Languages

29 Literature in the Romance Languages (3). An introduction to literature in the Romance languages. All readings in English translation. Focus and readings will vary. Fall, spring. Staff.

94A Interdisciplinary Seminar in Renaissance Studies *(History 94D, Comparative Literature 94A)* (3). See History 94D for description.

96 Seminar in Romance Languages (3). Fall or spring. Staff. Capstone course.

170 Romance Sociolinguistics (3). Study of language in its social context; language variation, multilingualism, social dialects, the role of culture, language and sex. Includes individual work on a specific language. Spring. King.

Courses in English Translation

The courses listed below may not be taken for credit toward the foreign language requirement or for credit in the French, Italian, Portuguese, or Spanish major programs.

French

40 French Theatre in Translation (3). Representative dramatic masterpieces from the seventeenth to the twentieth century. Fall. Daniel.

41 French Novel in Translation (3). Analysis of representative French novels from the seventeenth century to the present. Spring. Daniel.

43 French Women Writers in English Translation (3). Works by French women authors read in translation along with pertinent theoretical texts. Course content will vary with each semester incorporating texts from different periods and genres. Fall. Burns, staff.

Italian

40 Dante in English Translation (3). A reading of Dante's Divine Comedy. Cervigni.

41 Italian Renaissance Literature in Translation (3). A study of the major authors of the Italian Renaissance with special attention to Petrarch, Boccaccio, Machiavelli, Castiglione, Ariosto, and Tasso. Fall. Staff.

42 Modern Italian Literature in Translation (3). A study of the major prose writers of modern Italian literature with special attention given to Manzoni, Verga, Pirandello, Svevo, Moravia, Lampedusa, and other contemporary novelists. Spring. Staff.

Portuguese

35 Modern Brazilian Literature in English Translation (3). Prose, poetry, and theater of modern Brazilian writers from Machado de Assis to the present. Fall and spring. Clark.

40 Portuguese and Brazilian Fiction in Translation (3). Narrative works by Camilo Castelo Branco, Eca de Queiroz, Fernando Namora, Machado de Assis, Jorge Amado and later writers. Readings supplement those in Portuguese 35. Fall. Clark, Rector.

Spanish

35 Contemporary Spanish American Prose Fiction in Translation (3). Narrative works of Borges, Cortázar, García, Márquez, and other contemporary Spanish American writers. Fall and spring. Salgado, Perelmuter, Rivero-Potter, Staff.

40 Masterpieces of Spanish Literature in Translation (3). Representative Spanish authors from the Middle Ages to the present. Fall and spring.

Domínguez, Binotti, staff.

46 Cervantes in English Translation (3). Study and discussion of Don Quixote with consideration of the Exemplary Novels and the background of Renaissance prose. Fall and spring. Tinney, staff.

Arabic

Arabic 101, 102, 141, and 142 are accepted as satisfying General College requirements for foreign language.

95 Special Readings (3). Prerequisites, Arabic 141, 142. Special readings in Arabic.

101, 102 Elementary Arabic I/II (3). Introduction to Modern Written Arabic with emphasis on the basic grammatical structure. Fall and spring. Cortés.

141, 142 Readings in Arabic I/II (3). Classical and/or modern readings in Arabic, according to the students' interest and competence. Fall. Cortés.

Curriculum in Russian and East European Studies

Paul Debreczeny, *Director*. Josef Anderle, *Undergraduate Adviser. Advisory Committee:* Professors Paul Debreczeny, Laura Janda, Barbara Hicks, Donald Raleigh.

The Curriculum in Russian and East European Studies offers the student an opportunity to become familiar with a language and the history, culture and institutions of the Russian and East European area. The program draws on faculty and courses of five different departments and, through an interdisciplinary approach, seeks to provide both a range of perspectives and a unified understanding of the region and its peoples. It also offers a variety of related extracurricular activities - lectures, films, exhibitions.

The curriculum is administered by the Center for Slavic, Eurasian, and East European Studies which is, along with its counterpart at Duke University, a federally supported National Resource Center established by the U.S. Department of Education under a Title VI grant.

The program is coordinated by a director, assisted by a faculty adviser to students, and is intended to prepare undergraduate students for careers in the foreign service or other branches of the federal government, in journalism, library science, high school teaching, etc., as well as for graduate work in the various disciplines.

Travel to Russia and Eastern Europe is a desirable part of student training. For travel opportunities see the section on Study Abroad, under the Department of Slavic Languages.

Bachelor of Arts with a Major in Russian and East European Area Studies

General College: all General College requirements must be met. Four semester courses in Russian or another East European language, and History 30 and 31 are required. Students entering the program not having met these requirements will be expected to make them up in their junior and senior years.

Third and Fourth Years: the major in Russian and East European Studies consists of an interdisciplinary core of seven courses.

Core Requirements (21 hours):

A. From one to three courses in Slavic languages and literatures. One course must be in literature.
B. From one to three courses in Russian and East European history.
C. Two or three courses from among the following: Art 199; Economics 67, 92, 168; Geography 165, Political Science 55, 57, 95, 99, 121, 122, 124, 139, 143, 163.
D. Slavic 60, an interdisciplinary seminar normally taken at the senior level, and taught each year by a different faculty member.

Honors: majors whose overall GPA is at least 3.2 and whose GPA in the major field is at least 3.5 are eligible to become candidates for graduation with honors. Candidates will enroll in Slavic 97-98 (Honors Reading) and defend an honors thesis.

Department of Slavic Languages

The Department of Slavic Languages offers courses leading to the degrees of Bachelor of Arts, Master of Arts, and Doctor of Philosophy. The undergraduate programs leading to the B.A. in Slavic Languages are made up of a series of courses in languages, literature, and linguistics which give the student a knowledge of spoken and written Russian and of Russian literature or Slavic and East European linguistics. Courses in Polish, Serbo-Croatian, Czech, Slovak, Bulgarian, Macedonian, and related Balkan languages also are offered within the department.

The department offers two undergraduate major programs leading to the B.A. in Slavic Languages: Both major options provide preparatory training that will be useful in government employment, internationally oriented business, library science, journalism, and teaching, among others, as well as for graduate study in a range of humanistic and social science disciplines.

Majors and Minors in Slavic Languages

Eastern Europe may be going to pieces, but you can put the whole picture together with a concentration in Slavic languages. Russian is the key to understanding the enormous region of the former USSR and Eastern Europe. More books are published in Russian than in any other language, including English, and Russian is second only to English as the language of scientific publications. The Russian language is also the vehicle of one of the world's great literatures and provides an essential gateway for the study of the many other languages, literatures, and cultures of the former USSR and East Bloc.

Because Russian is so important to the study of this region, five semesters of Russian (Russian 1, 2, 3, 4, 21) are prerequisite for majors. Please note that for your convenience RUSSIAN 1-2 and 3-4 CAN ALL BE TAKEN IN ONE SUMMER IN THE TWO-TERM INTENSIVE RUSSIAN PROGRAM. Please also note that courses taken for a major should not be taken pass/fail.

Major in Russian Language and Literature

The five-course core gives you basic proficiency in Russian plus an introductory course in Russian literature (Russ 50):

Russ 22, Russ 31, Russ 32, Russ 111, Russ 50.

Plus

Three more courses may be selected from among literature and Russian language courses offered by the department, to give you a chance to explore more specific issues in Russian language and literature. We offer the following two guidelines for selecting these courses: at least two of them should be at the 100 level, not more than one of them should be a literature in translation course.

Major in Slavic and East European Linguistics

The four-course core gives you basic proficiency in Russian, plus an introductory-level linguistics course on the structur e of Russian (Russ 101):

Russ 22, Russ 31, Russ 32, Russ 101.

Plus

Two semesters of another language of East Central Europe, the Balkans or a territory of the former USSR will provide the basis to allow you to make linguistic comparisons among languages of the region.

Plus

Two more courses at the 100-level selected from among the courses offered by the department will allow you to pursue further, more specific issues relevant to your major. Because your focus is on linguistics, we offer the following guideline: at least one of these courses should be in Slavic linguistics

Plus

We ask that majors in Slavic and East European Linguistics use the following course to fulfill their Social Science Perspective requirement, in order to gain a basic understanding of the field of linguistics as a whole: Ling 30.

Minor in Russian Language

Five courses have been selected for this minor program to enable you to attain the highest language proficiency possible at the undergraduate level: Russ 21, Russ 22, Russ 31, Russ 32, Russ 111.

Minor in Russian and East European Literature in Translation

Five courses in literature may be selected from among those offered by the department. We offer this guideline: at least three of these courses should be at the 100 level.

More Information for Our Majors and Minors

Concentrators are encouraged to go beyond the required minimum of courses in order to achieve the strongest possible background in the discipline. Please consult early and often with the undergraduate adviser, Vasa Mihailovich (428 Dey Hall, 962-1178) and with other faculty who can assist you in tailoring course choices to your interests and career plans.

Opportunities for Graduate Study

A major in our department provides preparation for a number of programs of advanced study, including Slavic and East European languages and literatures, comparative literature, linguistics, history, law international business and management, international relations, library science, and professional translation.

Career Opportunities

Courses about Central and Eastern Europe make up an important part of any liberal education. A major in the department can provide excellent preparation for a variety of career opportunities, particularly when the major is combined with courses in business, economics, political science, journalism, and other fields. The Department of Slavic Languages and Literatures is one of the few academic departments in the United States that offers a wide range of critical and/or less commonly taught languages of Eastern Europe and the former USSR. People who know these languages are in particularly high demand in business and government careers.

Study Abroad

UNC-Chapel Hill has a long-standing cooperative program with the University of Rostov-on-the-Don, which provides for an annual exchange of undergraduates. For UNC-Chapel Hill participants, the purpose of the program is primarily language study, but those who already have a sufficient command of Russian are encouraged to enroll in any course at the University of Rostov. In addition to the semester program (15 hours credit), an intensive summer institute at Rostov for the study of Russian also is available to UNC-Chapel Hill students (6 hours credit).

UNC-Chapel Hill is an affiliated institution in the Council for International Educational Exchange, which has a program for Russian language study at the University of St. Petersburg. The CIEE Program offers summer, single-semester, and academic-year study opportunities.

Study abroad is an enriching educational experience that is highly recommended, although not required for the B.A. degree.

Bulgarian

101, 102 Elementary Bulgarian (3 each). Pronunciation, structure of language, and reading in modern Bulgarian. Fall, spring. Staff.

103, 104 Intermediate Bulgarian (3) each. Prerequisite, Bulgarian 102. Continuation of the proficiency-based instruction begun in Elementary Bulgarian. Fall, spring. Staff.

105, 106 Advanced Bulgarian (3 each). Prerequisite, Bulgarian 104 or permission of instructor. Advanced readings and discussion in Bulgarian in humanities and social science topics. Staff.

111 Bulgarian Literature (3). Introduction to Bulgarian literature in English translation. Some readings in Bulgarian for students who can read the language. Staff.

Czech

101, 102 Elementary Czech (3 each). Pronunciation, structure of language, and reading in modern Czech. Fall and spring. Janda.

103, 104 Intermediate Czech (3 each). Prerequisite, Czech 102 or permission of the instructor. Continuation of proficiency-based instruction begun in Elementary Czech. Fall and spring. Janda.

105 Advanced Czech (3). Prerequisite, Czech 104 or permission of instructor. Advanced readings and discussion in Czech in humanities and social science topics. Fall. Janda.

106 Advanced Czech (3). Prerequisite, Czech 105 or permission of instructor. Advanced readings and discussion in Czech in humanities and social science topics. Spring. Janda.

111 Czech Literature (3). Introduction to Czech literature in English translation. Some readings in Czech for students who can read the language. Staff.

Macedonian

101, 102 Elementary Macedonian (3 each). Pronunciation, structure of language, and reading in modern Macedonian. Fall and spring. Staff.

103 , 104 Intermediate Macedonian (3 each). Prerequisite, MACD 102. Continuation of the proficiency-based instruction begun in Elementary Macedonian. Fall and spring. Staff.

105, 106 Advanced Macedonian (3 each). Prerequisite, MACD 104 or permission of instructor. Advanced readings and discussion in Macedonian in humanities and social science topics. Fall and spring. Staff.

Polish

100 Intensive Elementary Polish (6). Pronunciation, structure of language, and reading in modern Polish. Equivalent to a full-year course for advanced undergraduate and graduate students. Summer. Visiting faculty member or doctoral student.

101, 102 Elementary Polish (3 each). Pronunciation, structure of language, and reading in modern Polish. Fall and spring. Holgrem, Levine.

103, 104 Intermediate Polish (3 each). Prerequisites, Polish 101 - 102 or permission of the instructor. Continuation of the proficiency-based instruction in Elementary Polish. Fall and spring. Holmgren, Levine.

105, 106 Advanced Polish (3 each). Prerequisite, PLSH 104 or permission of instructor. Advanced readings and discussion in Polish on humanities and social science topics. Fall and spring. Holgrem, Levine.

111 Polish Literature (3). Introduction to Polish literature in English translation, focusing on 19th- and 20th-century writers. Some readings in Polish for students who can read the language. Holgrem, Levine.

Russian

II. Undergraduate Courses

Language Courses

1, 2 Intensive Elementary Russian (4 each). Introductory courses designed to lay foundation of grammar and to convey basic reading and pronunciation skills. Equivalent to a full-year course of elementary Russian. Attendance at recitation sessions is required. Five one-hour lecture periuods, plus three one-hour recitations per week. Fall, summer. Staff.

3, 4 Intensive Intermediate Russian (4 each). Prerequisite, Russ 1-2 or equivalent. Intensive course designed to improve knowledge of grammar, reading, and oral skills. Develops conversational skills in a variety of situations and subjects. Russian used, except for a minimum of linguistic explanations or comment., Attendance at recitation sessions is required. Five one-hour lecture periods, plus three one-hour recitations per week. Spring, summer. Staff.

31, 32 Advanced Russian Grammar (3 each). Prerequisite, Russian 4 or equivalent. Russian inflection, syntax and word formation presented in a structural framework. Systematic vocabulary building with emphasis on meaningful components of the word. Fall, spring. Feinberg, Debreczeny.

33 Advanced Russian Grammar (6). Prerequisite, Russ 4 or equivalent. Intensive third-year course in conjugation, declension, root structure, prefixation and suffixation; modern usage. Equivalent to a full-year course. Exclusively in Russian. Summer. Magomedova and visiting faculty of professorial rank from Russia.

Literature Courses in Russian

44 Selected Readings in Russian (3). Readings in Russian literature or linguistics on topics not usually covered in course work. Fall and spring. Staff.

50 Introduction to Russian Literature (3). Prerequisite, Russian 4 or equivalent. Reading, discussion of selected authors in Russian aimed at improving reading skill and preparing the student for higher level work in Russian literature. Fall. Debreczeny, Hebert.

97, 98 Honors Reading Course (3 each). Researching and writing of a thesis on an agreed-upon topic not covered by scheduled courses, under the direction of departmental advisers. Fall and spring.

Literature in English Translation

70 Russian Literature of the Nineteenth Century (3). Introduction to Russian prose fiction of the 19th century with particular consideration of selected writings of Pushkin, Gogol, Turgenev, Dostoevsky, and Tolstoy. Lectures and readings in English. Fall. Debreczeny, Holmgren, Levine.

72 Russian Literature from Chekhov to the Revolution (3). Literary situations and authors of 1880 - 1917, with emphasis on Chekhov and the Symbolists. Lectures and readings in English; some readings in Russian for majors. Spring. Mihailovich, Magomedova, Holmgren.

73 Russian Culture and Society: 1890-1917 (3). Examines the extraordinary diversity of turn-of-the-century Russian culture (1890s-1917); the proliferation of visual and performance arts; the rise of popular culture; new artistic explorations of gender and sexuality. Fall. Debreczeny, Holmgren.

74 Russian Literature After 1917 (3). Russian writers and literary problems from the Revolution to the present. Lectures and readings in English; selected readings in Russian for majors. Spring. Mihailovich, Holmgren.

75 The Image of the Bolshevik Revolution in Soviet Literature *(Curriculum in Peace, War and Defense 75)* (3). Russian poems, fiction, and plays depicting the Bolshevik revolution of 1917 - 1921 offer personal views of the Revolution as seen by the participants. The course should help in understanding the true causes and consequences of the Revolution. Lectures and readings in English. Spring. Mihailovich.

Capstone Course

94A Russians View America (3). Exploration of Russian responses to the United States from the American Revolutionary War through the end of the Cold War. Readings in English on literature, history and political science. Spring. Staff.

Advanced Courses for Undergraduates and Graduate Students

Courses Open to Non-Russian Majors (Russian not required)

101X, 102X Elementary Russian for Graduate Students (0). Designed for preparation for reading knowledge examination for higher degrees. Passing of 102X will certify that this requirement has been satisfied. Fall and spring. Staff.

164 Dostoevsky (3). Study of major works of Dostoevsky and a survey of contemporary authors and literary trends relevant to his creative career. Readings in Russian for majors, in English for nonmajors. Fall. Debreczeny, Levine.

125 Topics in Russian Literature (3). Material not currently covered in any course. The specific topic will be announced in advance. Staff.

165 Chekhov (3). Study of major works of Chekhov and survey of contemporary authors and literary trends relevant to his creative career. Readings in Russian for majors, in English for nonmajors. Spring. Debreczeny, Holmgren

168 Masterpieces of Soviet Literature After 1917 (3). A study of outstanding works in Russian literature of the Soviet period, including works by Blok, Zamyatin, Sholokhov, Pasternak, and Solzhenitsyn. Readings in Russian for majors, in English for nonmajors. Fall. Mihailovich, Holmgren.

171 Gogol (3). Study of major works of N.V. Gogol and a survey of contemporary authors and literary trends relevant to his creative career. Lectures and seminar discussions. Readings in Russian for majors, in English for nonmajors. Spring. Debreczeny, Levine, Magomedova.

179 Tolstoy (3). Study of the major works of Tolstoy and a survey of contemporary authors and literary trends relevant to his creative career. Readings in Russian for majors, in English for nonmajors. Fall. Debreczeny, Levine.

186 Contemporary Russian Women's Writing *(WMST 186)* (3). A study of Russian women's writing after World War II, including both fictional and publicistic works analyzed in their socio-political context. Serves as an introduction to Russian women's studies. Holmgren.

190, 191 Teaching Methods and Materials (1). For prospective teachers of Russian. Required of all teaching assistants. Fall. and spring. Magomedova.

Courses Requiring Reading Knowledge of Russian

101 The Structure of Modern Russian (3). Prerequisite, Russian 31 or equivalent. Synchronic analysis of Contemporary Standard Russian phonology, morphology, and morphophonemics. Spring. Feinberg, Friedman, Janda.

111, 112 Advanced Russian Conversation and Composition (3). Prerequisite, Russian 22 or 32, or instructor's permission. Designed to develop conversational and writing skills in a variety of situations and subjects. Russian used, except for a minimum of linguistic explanations or comments. Falland spring. Magomedova.

113 Advanced Conversation and Composition (6). Prerequisite, Russ 50 or equivalent. Fourth-year course, designed to develop conversational and writing skills in a variety of situations and subjects. Exclusively in Russian. Equivalent to a full-year course, for advanced undergraduate and graduate students. Summer. Magomedova and visiting faculty of professorial rank from Russia.

151 Pushkin (3). Study of major works. Fall. Debreczeny.

152 Lermontov (3). A study of the major works of Lermontov. Spring. Staff.

162 Russian Poetry of the Nineteenth Century (3). Readings and lecture on nineteenth century Russian poetry. Fall. Debreczeny.

163 The Rise of Russian Prose Fiction (3). Prerequisite, Russian 22 or permission of the instructor. Russian prose of the first half of the nineteenth century; special emphasis on the prose of Pushkin, Lermontov, and Gogol. Spring. Debreczeny.

192 Russian Versification (3). Prerequisite, Russian 31. A study of technical problems and thematic aspects in the development of Russian poetry. Spring. Feinberg.

193 Russian Short Story (3). Prerequisite, Russian 31 or permission of instructor. Short stories from Pushkin to the present are analyzed both historically and artistically. Readings in Russian. Fall. Mihailovich, Debreczeny, Magomedova.

194 Structural Analysis of Russian Poetry (3). An examination of how attention to verbal structure can deepen our understanding of poetic texts. Analysis of individual Russian poems, combined with extensive reading in a formalist/structuralist theory. Fall. Feinberg.

Serbo-Croatian

101, 102 Elementary Serbo-Croatian (3 each). Pronunciation, structure of the language, and readings in modern Serbo-Croatian. Fall and spring. Mihailovich.

103, 104 Intermediate Serbo-Croatian (3 each). Continuation of the proficiency-based instruction begun in Elementary Serbo-Croatian. Fall and spring. Mihailovich.

105, 106 Advanced Serbo-Croatian (3 each). Prerequisite, SERB 104 or permission of instructor. Advanced readings and discussion in Serbo-Croatian on humanities and social science topics. Fall and spring. Mihailovich.

111 Serbo-Croatian Literature (3). Introduction to Serbo-Croation literature in English translation. Some readings inSerbo-Croatian for students who can read the language. Mihailovich.

Slavic

29H Literature in Eastern Europe (3). An introduction to the literatures of Eastern Europe, including consideration of political and social influences on literary creation within different cultural traditions. All readings in English translation. Spring. Levine, Debreczeny, Holmgren.

44 Directed Readings in a Slavic Language (3). Prerequisite, permission of the instructor. Directed readings in a Slavic language other than Russian on topics in literature and linguistics not normally covered in scheduled courses. Fall, spring. Staff.

48 Childhood and Adolescence in Slavic Literature (3). Childhood and adolescence as portrayed in both fictional and autobiographical form by 19th- and 20th-century Russian, Polish, Czech and other East European writers, including Tolstoy, Dostoevsky, Nabokov, I.B. Singer, Schulz, Milosz. Spring. Levine, Holmgren. (GC level Aesthetic/Literature perspective.)

50 Introduction to Slavic Civilization (3). Introduction to the Slavic world of past and present, viewed as a constituent culture within Western Civilization. Fall. Staff.

60 Topics in Slavic Civilization *(History 60)* (3). A core course for those majoring in Russian and East European Studies, but open to all students. Staff.

94A Ideology and Aesthetics: Marxism and Literature *(German 94A)* (3). See German 94A for description.

97, 98 Honors Reading Course (3 each). Research and writing of an honors thesis. For students majoring in Russian and East European studies. Fall and spring. Staff.

105 Introduction to Slavic Linguistics (3). The phonological history of Slavic languages from the late Indo-European to the split of the Common Slavic linguistic unity. Friedman, Feinberg, Janda.

107 Structure of a Balkan Language *(Linguistics 107)* (3). Study of grammar and readings in selected languages. Choice of language based on student interest: Albanian, Bulgarian, Macedonian, Romany, Turkish; also some adjacent languages: Georgian, Lak, and Tadjik. Fall and spring. Staff.

112 South Slavic Literature (3). Introduction to literatures of the South Slavic peoples (chiefly Serbian, Croatian, and Bulgarian), with some consideration of their relations to West European literatures. Mihailovich.

115 Slavic Folk Literature (3). Development of heroic songs, folk tales, and ballads in various Slavic areas and their influence on the development of written literature. Spring.

125 Topics in Slavic Literature (3). Comparative study of topics in non-Russian Slavic literatures and culture not presently covered in any course. Specific topics will vary and will be announced in advance. Staff.

144 Christianization of the Slavs *(RELI 144)* (3). Survey of the Christianization of Slavs from the ninth century to 1453. Themes include Byzantine missions, the emergency of literary centers, and the role of the Balkans. Readings in English for non-Slavic concentrators. Fall, spring. Staff. (B.A. level Non-Western/Comparative perspective.)

169 Slavic Immigrant Experience in Literature (3). Fictional and autobiographical expressions of the Slavic and East European immigrant experience in the 20th century. Readings include Russian, Polish, Jewish, and Czech authors from early 1900s to present. Spring. Holmgren, Levine. (B.A. level Aesthetic perspective.)

Department of Sociology

Arne Kalleberg, *Chair*

The undergraduate major program in sociology is designed to provide an understanding of human societies for those desiring a liberal arts education as well as those preparing for graduate study. With the assistance of his or her adviser in the department, the student may elect a course of study to provide a foundation for a variety of occupations. To assist students in formulating their undergraduate programs in Sociology, the department offers a supplementary catalog which contains more detailed information on the content instructors intend to cover in a given semester. This may be obtained in the departmental office one week before the start of registration for the fall and spring.

The departmental honors program, summer research opportunities, courses in other departments of related interest, career opportunities, research and teaching interests of faculty, and the Sociology Interest Group (organization for undergraduates) are described in the Handbook for Sociology Majors which may be obtained in the departmental office. Special bulletin boards for undergraduates are maintained outside 159 Hamilton Hall.

Undergraduate Major: Majors are required to take one course chosen from Sociology 10, 11, or 12 as an introductory course. If possible, this requirement should be fulfilled by the end of the sophomore year. Majors must take eight courses in Sociology, not including their introductory course. The eight Sociology courses must include 50 and 51 - 52, which should be taken during the junior year. They may include one course, in addition to the introductory course, selected from among 10,11, 12, and 20. Normally, at least three of the eight courses must be numbered 110 or above. With special permission, one 90s level course may be accepted as a substitute for one of the 110 or above courses. Students must earn grades of C or better in at least 18 hours of major courses, as well as the introductory course.

The department assigns formal advising responsibilities to certain members of its staff. Their names and office hours are posted on the department's bulletin board for undergraduates. Students should feel free to discuss academic, career, or related matters with these advisers.

Honors in Sociology: Students with a grade average of B or better are encouraged to apply for admission to candidacy for a degree with honors. This should be done before preregistration in the spring semester of the junior year. The senior honors program emphasizes small-group discussions and independent research under the guidance of faculty members. The aim of the honors program is to free the serious and qualified student from some of the restriction of the usual undergraduate course format, so as to maximize the opportunity for critical analysis and independent study. Graduation with honors requires a 3.2 average and completion of an honors thesis. Detailed information on the honors program can be obtained from the Department Honors Director, Professor John Reed.

Independent Study Reading: Students desiring advanced or specialized work beyond existing course offerings or who wish to explore an area of sociological concern, but not within the traditional setting of the classroom, should consider taking Sociology 92, Independent Study and Reading. Variable credit can be obtained for this course. Permission of a faculty member and the Director of Undergraduate Studies is required. In general, this course should be taken only by students with at least some prior work in sociology or a related social science. Application forms for this course can be obtained at the department office.

Unless specifically indicated, sociology courses do not have prerequisites. Undergraduates may register for courses 200 and above with the permission of the instructor.

In the list of courses below, "SS" refers to those satisfying the General College requirement for the Social Sciences Perspective; "P," for the Philosophical Perspective; and "NW/C," for the Non-Western/ Comparative Perspective. Also, "BA-SS" and "BA-NW/C" indicate courses satisfying the B.A.-level requirements for the Social Sciences and Non-Western Comparative Perspectives, respectively, except for Sociology majors.

10 American Society (3). Introduction to institutional sociology with special emphasis on the social organization and culture of the United States. The society as a whole and its different subgroups and institutional spheres are analyzed. Bearman, Calhoun, Reed, Simpson, Stenross; staff. [SS]

11 Human Societies (3). Introduction to comparative sociology. The major types of society that have existed or now exist are analyzed, together with major patterns of social change. Bollen, Nielsen; staff. [NW/C]

12 Social Interaction (3). The individual in society. An examination of how people conduct their interactions with others in different kinds of social relationships. Emphasis on the social psychological causes and consequences of such conduct. Kleinman, Wiggins; staff. [SS]

15 Regional Sociology of the South (3). Description and analysis of social aspects of the American South. Emphasis is on recent development and its effects on institutions and culture. Reed; staff. [SS]

20 Social Problems (3). A sociological analysis of aspects of contemporary social problems such as race relations, crime, mental illness, poverty, aging. Landsberger, Oberschall; staff. [SS]

21 Population Problems (3). Social and economic causes of population structure and change. Illustrations drawn from developing countries and the less developed regions and sections of the United States. Entwisle, Rindfuss, Uhlenberg; staff.

22 Black-White Relations in the United States (3). Examination of domination and subordination in general and in specific institutional areas (e.g., economy, polity). Causes of changes in the levels of inequality and stratification are also studied. Cramer, Hall; staff. [SS]

23 Crime and Delinquency (3). The nature and extent of crimes and delinquency; emphasis upon contemporary theories of their causation; examination of correctional programs. Staff. [SS]

24 Sex and Gender in Society *(Women's Studies 24)* (3). Examination of the social differentiation between men and women. Attention to the extent, causes, and consequences of sexual inequality, and to changes in sex roles and their impact on interpersonal relations. Kleinman, Rosenfield, Udry; staff.

30 Family and Society (3). Comparative analysis of kinship systems and family relations. Courtship, marriage, and parent-child relations viewed within a life-cycle framework. Students may not receive credit for this course and Sociology 125. Archer, Entwisle, Harris, Rindfuss, Udry, Uhlenberg, Wiggins; staff. [SS]

31 Social Relations in the Workplace (3). Meaning and content of work in modern industrial society. Preparation for work; autonomy and control; inequality; consequences for health, safety, and family life. Aldrich, Hall, Kleinman, Simpson, Stenross; staff. [SS]

33 Sociology of Politics (3). Patterns of participation in political institutions; public policy; conflict within and between communities and other interest groups; the nature of citizenship in modern society; politics and social change. Calhoun; staff. [SS]

34 Sociology of Sport (3). Sociological and social psychological analysis of sports organizations. Consideration of organizational structure and performance and relationships between sports organizations and other parts of society. Wiggins; staff.

50 Sociological Theory (3). Prerequisite, Sociology 10, 11, or 12. A study of theoretical perspectives in sociology, their relation to contemporary social issues, and their roots in classical social thought. Required of sociology majors. Calhoun, Hall; staff. [P]

51 Measurement and Data Collection (3). Methods of data collection, with attention to problem selection, sources of information, choice of methods, and research design. Operationalization and measurement; sampling, construction of questionnaires, and interviewing; observation techniques; experimentation. Required of sociology majors. Cramer, Harris, Wiggins.

52 Data Analysis in Sociological Research (3). Prerequisite, Sociology 51 or permission of instructor. Methods of data analysis: descriptive and inferential statistics and multivariate analysis to permit causal inference. Attention to problems of validity and reliability, and to index construction. Required of sociology majors. Cramer, Harris, Wiggins, staff.

71 Introduction to Public Policy Analysis *(Political Science 71, Economics 71, Public Policy Analysis 71)* (3). Introduction to the elements of policy analysis by citizens, including definition of problems, criteria, alternatives, models, decision procedures, and political feasibility; illustrated by case studies. MacRae; staff.

80 Social Theory and Cultural Diversity *(INTS 80, COMM 80)* (3). An exploration of the ways in which cultural diversity has posed issues for and been addressed by different versions of social theory in both international and American contexts. Fall, spring.

92 Independent Study and Reading (Var. 1 - 3). Permission of instructor and Director of Undergraduate Studies. Special reading and research in a selected field under the direction of a member of the Department. Staff.

94D Practicum in Policy Analysis *(Political Science 94D, Public Policy Analysis 94D)* (3). A synthesis of principles of policy analysis through work on individual or team projects. A prior course in statistics and Political Science 71 (Public Policy Analysis 71\Economics 71\Sociology 71) are recommended. MacRae; staff.

95 Special Topics in Sociology (3). Periodic offering of courses on developing topics in the field. Staff.

98, 99 Senior Honors Research and Seminar (3 each). Individual student research (under supervision of an adviser). Periodic seminars to discuss work on honors thesis, as well as special topics in sociology. (Sociology 98 is required of senior honors candidates.) Reed.

Courses for Graduates and Advanced Undergraduates

110 Formal Organizations and Bureaucracy (3). Varieties of organizational forms, their structures and processes; creation, persistence, transformation, and demise of organizational forms; role of organizations in contemporary society. Aldrich, J. Blau, Nielsen.

111 Social Movements and Collective Behavior (3). Study of nonroutine collective actions such as demonstrations, strikes, riots, social movements and revolutions, with an emphasis on recent and contemporary movements. Bearman, Landsberger, Nielsen, Oberschall. [BA-SS]

112 Social Stratification (3). Analysis of social structure and stratification in terms of class, status, prestige, and rank. Attention to social roles of elites, professionals, the middle class, the working class and to comparative topics. Aldrich, Rosenfeld. [BA-SS]

114 The City and Urbanization (3). The city as a social, spatial, and political-economic phenomenon in the modern world. Analysis of urban demographic trends, spatial characteristics and economic functions. Substantive topics include segregation, social turmoil, unemployment, fiscal problems, suburbanization and urban public policy. Archer, Kasarda. [BA-SS]

115 Economy and Society (3). Examination of the structure and operation of institutions where economy and society intersect and interact, such as education, industrial organizations, on-the-job training, labor markets, and professional associations. Emphasis on the contemporary U.S., with selected comparisons with Western Europe and Japan. Bearman, Calhoun.

120 The State and Society (3). Analysis of the reciprocal influences of state and social organizations upon each other; the social bases of political authority and stability, of revolution and counterrevolution. Calhoun.

121 Religion and Society *(Religion 190)* (3). Prerequisite, Sociology 10 or permission of the instructor. Sociological analysis of group beliefs and practices - both traditionally religious and secular - through which fundamental life experiences are given coherence and meaning. Cramer, Stenross.

122 Sociology of Health (3). A sociological analysis of (1) the social processes affecting conditions of health and disease and (2) the cluster of social relationships and organizations that comprise the institution of medicine. Staff.

123 Education and Stratification (3). A study of theory and research on the educational institution, with emphasis upon the multiple and changing effects of formal education in industrial societies. Rosenfeld.

124 Law and Society (3). A sociological analysis of comparative legal systems, the role of law in social change and in shaping social behavior. Topics may include the legal profession; property distribution; and the role of law in achieving racial and sexual justice. Stenross. [BA-SS]

125 Family and Society, Junior/Senior Section (3). A special version of Sociology 30 for juniors, seniors, and beginning graduate students. Students may not receive credit for both this course and Sociology 30. Archer, Elder, Entwisle, Harris, Rindfuss, Udry, Uhlenberg. [BA-SS]

127 The Labor Force (3). Supply and characteristics of labor and of jobs, including industrial and occupation changes, education and mobility of labor, and changing demography of the workforce. J. Blau, Entwisle, Kalleberg, Rosenfeld.

128 Sociology of Art (3). Prerequisite, Sociology 10, 11, or 12; or permission of instructor. Connections between art and larger society are examined, as well as the organizational and occupational worlds of artists. Approaches in the fine arts and social sciences are contrasted. J. Blau. [BA Aesthetic Perspective]

129 Race, Class, and Gender (3). (Women's Studies 129) Conceptualizations of gender, race, and class and how, separately and in combination, they are interpreted by the wider society. Emphasis on how black and working class women make sense of their experiences at work and within the family. Kleinman, Rosenfeld. [BA-SS]

131 Aging (3). The process of aging from birth to death, with a concentration on the later years of life, examined from a broad perspective. Topics include individual change over the life-course, the social context of aging, and the aging of American society. Uhlenberg. 134 Race and Social Policy (3). Explores the links between race relations, economic and social subordination of racial groups, and governmental policy for the U.S. and other multiracial societies. Emphasis on reciprocal relations of legal and governmental institutions and other social institutions. Hall; staff.

140 Socialization (3). Examines how persons become members of groups, communities and organizations. Emphasis on general social psychological principles and concepts of socialization. Kleinman. [BA-SS]

141 Social Deviance (3). Examines how people initiate, continue, and end stigmatized behavior; social construction of deviant categories, indentities, and careers; the social psychology of labeling deviants. Kleinman.

142 Opinions, Attitudes, and Values (3). The interrelations of ideology, information, attitudes, and behavior. Use of sample surveys in social psychological research and polling. Cramer, Reed.

143 Conflict and Bargaining *(PWAD 143)* (3). Conflict and conflict-resolution behavior. Applications to labor-management relations, family, sports, community politics, international relations. Cramer.

145 Sociology of Emotions (3). The course examines how emotions are organized within social groupings and institutions. Differences in socialization by gender, ethnicity, social class, and age will be explored. Kleinman. [BA-SS]

150 Theory and Problems of Developing Societies (3). Theories concerning the development process (motivational vs. institutional economics vs. political and social development; similarity of sequential states and outcomes) will be related to policy problems facing the developing nations. Bollen, Calhoun, Landsberger, Oberschall. [BA-NW/C]

152 Soviet Society (3). Development of social structure in the U.S.S.R. since 1917. Study of contemporary social groups and institutions, and of the implications of the Soviet experience for theories of modernization. Staff. [BA-NW/C]

153 Social Change in Latin America (3). Introduction to Latin American ideologies and values; economic and demographic changes; major pressure groups (old elites, entrepreneurs, peasants and working classes, military and intellectuals); and relations with the United States. Staff.

157 Applied Phonetics *(SPHS 140)* (3). Prerequisite, Speech 158 or equivalent. A study of the acoustic, articulatory, auditory, and physiological aspects of the production of speech.

158 Comparative Minority Relations (3). A comparative analysis of dominant-minority group relations. Includes both cultural and racial minorities. Cramer, Hall, Nielsen.

160 Contemporary Social Theory (3). Prerequisite, Sociology 50. Analysis of current problems in general social theory; action and structure, justice and equity, social change and reproduction. Contrast and evaluation of leading approaches to solutions. Calhoun.

171 Urban Public Policy *(Public Policy Analysis 171)* (3). Defining and clarifying urban concerns and policies; emphasis on programs to revitalize cities. Issues include migration of people and jobs, housing, unemployment, poverty, crime, fiscal strain; linkages among settlement patterns, economic development strategies, energy and environmental objectives. Kasarda. [BA-SS]

175 Methods for Policy Analysis and Evaluation *(Political Science 175, Public Policy Analysis 175)* (3). Prerequisite, one semester of statistics. Introduction to selected techniques such as multiple regression, decision theory, research design, experiments and quasi-experiments, and program evaluation, as well as policy-related models. Lowery; Staff.

199 Sociological Analysis: Special Topics (3). Examines selected topics from a sociological perspective. Course description for a particular semester is available in the Departmental office. Staff.

Department of Speech Communication

(Please see Department of Communication Studies)

Department of Statistics

Gordon Simons, *Chair*

Undergraduate Major

The undergraduate program in statistics is intended for those who have a serious interest in statistics and who would like to study the subject in sufficient detail to be able to compete successfully in the many important tasks for which well-trained statisticians with Bachelor of Science degrees are needed in today's world. In order to satisfy requirements for this degree, a student should have an ability to handle mathematics through the level of advanced calculus.

The undergraduate program in statistics leads to the degree of Bachelor of Science in Mathematical Sciences. Prospective majors should see the listing of course requirements under the heading of Curriculum in Mathematical Sciences.

Courses for Students in Other Departments

The Department of Statistics offers a variety of courses of potential value to students majoring in other disciplines. Substantial coverage of statistical theory and applied statistical analysis is provided in Statistics 101 and 102. An introduction to probability theory is provided by Statistics 126. The basic theory of statistical inference is given by Statistics 127.

11 Basic Concepts of Statistics and Data Analysis I (3). Prerequisite Math 10 (or exemption). Elementary introduction to statistical reasoning, including sampling, elementary probability, statistical inference, and data analysis. STAT 11 may not be taken for credit by students who have credit for STAT 23, ECON 70, or PSYC 30. Students who have completed MATH 22 or MATH 31 with a grade of C or higher may not take STAT 11, unless their major requires STAT 11, but may take STAT 23. Fall and spring. Staff.

23 Elementary Probability and Statistics for Business (3). Prerequisite, Math 22 or 31 or permission of department. An introduction to probability and statistics with a special emphasis on application in business. Handling of data, probability distributions, sampling, estimation, hypothesis testing. Fall and spring. Staff.

Advanced Undergraduate

101 Statistical Methods I (3). Prerequisite, integral calculus. Basic probability; descriptive statistics; introduction to statistical inference, including estimation, hypothesis testing, simple linear regression, nonparametric tests, contingency tables. Use of statistical computer packages. Fall and spring. Chakravarti, Fan, Marron.

102 Statistical Methods II (3). Prerequisite, Statistics 101. Linear regression; experimental designs; multivariate analysis; statistical computer packages. Spring. Chakravarti.

104 Sample Survey Methodology *(Biostatistics 164)* (3). Prerequisite, Statistics 102 or equivalent. Principles and methods associated with survey sampling, including simple random sampling, stratified sampling and cluster sampling. Questionnaire design, problems of nonresponse, sources of nonsampling errors. Design, execution, and analysis of an actual survey. Spring. Kalsbeek.

107 Actuarial Mathematics II *(Mathematics 162)* (3). Prerequisite, Mathematics 161, Statistics 126. The theory introduced in Actuarial Mathematics I is expanded to encompass more complex models of financial transactions and risks. Spring. Staff.

126 Introduction to Probability *(Mathematics 146)* (3). Prerequisite, Mathematics 33. Introduction to mathematical theory of probability covering random variables, moments, binomial, Poisson, normal and related distributions, generating functions, sums and sequences of random variables, and statistical applications. Fall and spring. Kelly, Marron, Smith.

127 Mathematical Statistics (3). Prerequisite, Statistics 126 or equivalent. Functions of random samples and their probability distributions; introductory theory of point and interval estimation and hypothesis testing; elementary decision theory. Fall and spring. Carlstein, Fan, Marron, Simons.

Curriculum in Women's Studies

E. Jane Burns, Acting *Chair*

Women's Studies is an interdisciplinary exploration of the experiences and perspectives of women. Students taking women's studies courses are exposed to the intellectual, social, economic, political, and artistic contributions of women throughout history and in a variety of cultures and societies. Sex, sexuality, and gender are examined as biological, psychological, and cultural phenomena. Special emphasis is placed on the nature of sex roles as social constructions varying with respect to time, place, and context.

Women's Studies courses also introduce students to various ideologies that have been used throughout history to explain female and male natures, functions, roles, and places in society. Students will be exposed to the new scholarship on women and feminist theory, and critiques of feminism. Finally, Women's Studies entails redefining the traditional scholarly and academic disciplines in order to include women's domains, concerns, and perspectives as integral aspects of these fields of inquiry.

About eighteen departments offer courses that focus entirely on the study of women and gender. Some of these courses have been cross-listed as Women's Studies courses and are identified below; others are taught as special sections of an established course and have to be identified separately each semester.

Students interested in Women's Studies courses or majors should contact the chair of Women's Studies and the Women's Studies adviser in the College of Arts and Sciences.

Bachelor of Arts with Major in Women's Studies

The major requires twenty-four (24) credit hours taken in Women's Studies courses or departmental courses cross-listed with the Women Studies Curriculum and distributed as follows:

I. Intellectual and Theoretical Foundations: 9 credits.
    (1) WMST 50 or its equivalent
    (2) One course in Feminist Theory
    (3) One course in Minority/Third World/Non-Western Women
II. Interdisciplinary Perspectives: 12 credits distributed among at least two of the following:
    (1) Historical Studies
    (2) Natural Sciences and Health Sciences
    (3) Humanities
    (4) Social Sciences
III. Theory and Practice of Women's Studies: 3 credits. Choice of one course.
    (1) Senior Seminar in Women and Public Policy (WMST 169)
    (2) Independent Reading and Research (WMST 199)
    (3) Practicum/Internship (WMST 190)

Honors

An Honors degree in Women's Studies is available to majors who meet university guidelines for honors and who successfully complete a thesis based upon original and independent research. Contact Dr. E. Jane Burns, Acting Chair, Women's Studies Curriculum, for further information.

Minor in Women's Studies

A minor in Women's Studies enables students who major in another area to develop an expertise in the interdisciplinary study of women. A minor consists of 15 credits (5 courses) in Women's Studies. The credits must include WMST 50 and come from at least two of the four divisions of the College of Arts and Sciences.

Women's Studies courses include both courses exclusively in Women's Studies and courses in other departments cross-listed with Women's Studies. An internship in Women's Studies can be counted towards three of these twelve credits. Cross-listed courses in a student's major department will not count toward a minor in Women's Studies.

Women's Studies Courses

(administered directly by the Curriculum in Women's Studies)

50 Introduction to Women's Studies (3). An interdisciplinary exploration of women and men in American society. Topics include: family and work; sexuality and sexual identity; gender roles and images in language, literature, religion, art and science; and the impact of the contemporary feminist movement. Course readings drawn from the humanities and the social sciences. Spring. Harris.

94A Courtship and Courtliness from King Arthur to Queen Victoria *(French 94A)* (3). Interdisciplinary study of western views concerning love between the sexes, focusing on courtly love in the Middle Ages and Romantic love in the Victorian era. Literary, historical, and art historical materials. Spring. Burns.

95 Special Topics in Women's Studies (3). Topics are announced in advance and reflect the interest of the particular instructor. Each course will concern itself with a study in depth of some problem or issue in Women's Studies. Staff.

98A Honors in Women's Studies (3). Prerequisite, permission of instructor and curriculum chair. Introduction to the methods of research in Women's Studies, designed to lead to the completion of an Honors essay. Fall.

98B Honors in Women's Studies (3). Prerequisite, permission of instructor and curriculum chair. Introduction to the methods of research in Women's Studies, designed to lead to the completion of an Honor's essay. Spring.

190 Practicum in Women's Studies (2 - 4). A supervised internship designed to provide experience working in organizations concerned with women's issues. Prerequisite, WMST 50 or WMST 169. Written paper required. Open to Women's Studies majors and other qualified students. Permission of Internship Coordinator necessary. Fall and spring. Staff.

199 Independent Reading and Research (3). Intensive reading/research under faculty supervision resulting in a written paper. Open to Women's Studies majors and other qualified undergraduate and graduate students. Permission of the curriculum chair necessary. Fall and spring. Staff.

Courses Cross-Listed with Women's Studies

(For descriptions of courses below, see listings under department headings.)

24 Sex and Gender in Society *(Sociology 24)* (3). Rosenfeld, Udry, staff.

42 Sex and Gender in Antiquity *(CLAS 42)* (3). Spring.

43 French Women Writers in English Translation *(French 43)* (3). Staff.

44 Women in German Cinema *(German 44)* (3). Fall. Kuzniar.

46 Philosophical Issues in Feminism *(Philosophy 46)* (3). Fall or spring. Staff.

56 Gender and Communication *(COMM 24)* (3). Long.

58 Women in Europe I *(History 58)* (3). Fall. Bennett, Harris.

59 Women in Europe II *(History 59)* (3). Spring. Bennett, Harris.

61 African Women: Changing Ideals and Realities *(African Studies 61)* (3). Dunbar, Newbury.

62 Women in American History *(History 62)* (3). Fall or spring.

63 American Women in Sport *(Physical Education 63)* (3).

64 Women in the Visual Arts I *(Art 64)* (3). Sheriff.

65 Black Women in America *(Afro-American Studies 66)* (3). Staff.

67 Feminism and Political Theory *(Political Science 67)* (3). Fall, spring, summer. Leonard.

72 Women and Politics *(Political Science 72)* (3). Spring. Conover.

80 Women and Gender in Latin American History *(HIST 80)* (3). Spring. Chambers.

86 American Women Authors *(English 86)* (3). Fall. Wagner-Martin.

87 Southern Women Writers *(English 87)* (3). Staff.

90B Feminist Theory and Literary Criticism. *(English 90B)* (3). Staff.

91 Women and Economics *(Economics 91)* (3). Spring. Staff.

92 Women and Work, 1850 - 1900 *(Comparative Literature 92)* (3). Furst.

96 Modern Women Writers *(Comparative Literature 96)* (3). Leonard.

101 Women, Work, and Leisure *(Leisure Studies and Recreation Administration 101)* (3). Fall. Bialeschki. Spring. Henderson.

103 Reproductive Physiology *(Maternal and Child Health 103)* (3). Fall. Hulka.

115 Women and Mass Communication *(JOMC 115)* (3). Spring. Johnston, Brown.

120 Image of Women in 16th- and 17th-Century Hispanic Literature *(Spanish 120)* (3). Spring. Perelmuter.

121 Women in Opera *(Music 121)* (3). Rhodes.

129 Race, Class, and Gender *(Sociology 129)* (3). Fall. Kleinman.

140 Gender and Culture *(Anthropology 140)* (3). Spring. Staff.

141 The Anthropology of Gender, Health, and Illness *(Anthropology 141)* (3). Spring. Staff.

145 The Figure of the Father in Religion and Literature *(Religious Studies 145)* (3). Fall/spring. Masuzawa.

146 Performance of Women of Color *(COMM 160)* (3). Madison.

150 Gender and Literature *(English 50)* (3). Staff.

151 Women in the Visual Arts II *(Art 151)* (3). Sheriff.

160 Women and Religion in U.S. History *(History 160)* (3).

161 Introduction to Women's Health and Health Education *(Health Education 160)* (3). Earp.

168 Women in the South *(History 168)* (3). Spring. Hall.

169 Women and Public Policy in Twentieth-Century America *(History 169)* (3).

173 Oral History and Performance *(COMM 161, History 173)* (3). Fall, spring. Hall, Pollock.

176 Women Over Fifty in Contemporary Society *(Nursing 176)* (3).

178 Gender in the History of Religion *(Religion 178)* (3). Fall or spring. Waghorne.

183 Contemporary Sex Roles *(Psychology 183)* (3). Margolis.

184 Women, Science and Technology *(Nursing 184)* (3). Fall or spring. Sandelowski.

185 Women in Folklore and Literature *(Folklore 185, English 185)* (3).

186 Contemporary Russian Women's Writing *(Russian 186)* (3).

The Kenan-Flagler Business School

Paul Fulton, *Dean*

Courses in economics and certain business subjects had been offered for many years at UNC-Chapel Hill, when in 1919, a comprehensive business curriculum was established. That year the General Assembly, in conformity with the recommendation of the President of the Board of Trustees, enacted the legislation resulting in the organization of the School of Commerce. In 1950 the name of the School was changed to the School of Business Administration, in 1988 to the UNC Business School at Chapel Hill, and in 1991 to the Kenan-Flagler Business School, encompassing graduate, undergraduate, and executive programs. The school occupies a place in the University organization coordinate with other professional schools and the College of Arts and Sciences.

In 1923 the school was accredited by the American Assembly of Collegiate Schools of Business, an organization promoting high standards in professional education for business. Accreditation is based on the ratio and caliber of the faculty; the thoroughness of the academic program; the content and breadth of the curriculum, both in general education and in business; the financial support of the school; and the physical facilities provided for carrying on the work.

The undergraduate course of study, leading to the degree of Bachelor of Science in Business Administration (BSBA), is designed to give a foundation of general education in the natural sciences, the humanities, and the social sciences as well as to provide a professional background in business administration. The program requires four years, except in the Master of Accounting Curriculum (MAC), which is a five-year program.

Students who wish to concentrate in accounting apply to the MAC Program at the end of their junior year. Admission is competitive. Students who complete the program successfully earn both the BSBA degree and the MAC degree.

For those desiring to work at a more advanced level in business administration, the Kenan-Flagler Business School offers courses leading to the degrees of Master of Business Administration (MBA) and Doctor of Philosophy.

Purpose and Policy

Modern society, based on intricate business, economic, social, and governmental institutions, requires a large number of men and women who are trained to be effective and responsible managers. The Kenan-Flagler Business School regards its program leading to the BSBA as one of the most important ways it can serve this need. The school receives substantial support from the University, state and national business communities, and North Carolina as a whole. This support has enabled it to bring together a faculty that includes outstanding teachers, research scholars, and national leaders in their professional fields.

Primary objectives of the school are to prepare students to serve effectively in management positions, and to provide a foundation that will enable them to assume higher levels of responsibility as they gain experience and demonstrate ability. Many graduates of the school continue study in graduate and professional programs. The majority accept positions in business, industry, government, and a variety of nonprofit organizations.

The successful executive requires more than professional competence in the technical and specialized aspects of administration. He or she also must have a broad understanding of the fundamentals of management and an awareness of the economic, social, and human forces that form the environment for a business.

The program in business administration strives to maintain a balance between the needs of general education and of professional education for organizational responsibility. The curriculum has been honed to emphasize the relationships among the functional areas of the firm and domestic and international economic, social, and political forces. The curriculum is constantly updated to reflect current developments in management practice and global business issues.

In guiding the educational policy of the school, the faculty has been attentive not only to the role of the individual teacher, but also to the development of teaching methods that encourage independent thinking and problem solving. Students enrolled in the school can expect to participate in case studies, computer simulations, field projects involving actual firms, lectures, discussions, and formal and informal presentations by executives.

Bachelor of Science in Business Administration

The program leading to the degree of BSBA has been carefully coordinated with the required two-year program of the General College. Students who have successfully completed the prebusiness course requirements may apply in the second semester of their sophomore year for admission in the following fall. All students must complete an application to the undergraduate business program. Applications will address GPA, written communication skills, educational and career objectives, academic accomplishments and honors, extracurricular activities, leadership opportunities, athletic endeavors, and work experience, both paid and volunteer. We welcome students with outstanding extracurricular experiences who have a good GPA to apply.

The prebusiness course requirements are: English 11 and 12, Mathematics 22 or 31, Statistics 23, Business Administration 24, Political Science 41, Business Administration 71, and Economics 10, and 100 or 101. In addition, students must pass a short course which demonstrates competency in computer skills. The Undergraduate Program in Business Administration requires that each student take a core of nine courses in fundamental business subjects, supplemented by appropriate elective courses in areas outside business administration.

The core courses required of all candidates for the BSBA are:

Business Administration 150, Business Administration 100, Oral and Written Communication in Business
Business Administration 130, Operations Management
Economics 130, Money, the financial system and the economy
Business Administration 140, Legal Environment of Business
Business Administration 150, Organizational Behavior
Business Administration 160, Principles of Marketing
Business Administration 170, Management Accounting
Business Administration 180, Business Financial Management
Business Administration 190, Administrative Policy

These core courses, with the required program in the General College during the freshman and sophomore years, form the background for additional courses in business administration. Specific details are presented in the catalog of the Kenan-Flagler Business School.

Minor in Business Administration

The Undergraduate Business Program also offers a minor in business administration designed as an alternative plan for juniors or seniors who wish to combine the traditional liberal arts major with the disciplines of the business core curriculum. Admissions procedures for the minor take place in the spring semester for matriculation the following fall semester. Because of limited spaces, admission to the minor program is competitive.

The prerequisite courses for the minor program are Business Administration 24, Introduction to Management Science and Business Administration 71, and Basic Accounting Principles. It is strongly recommended that the applicant be proficient in using the computer for spread sheet analysis and word processing.

All students accepted into the minor program will take five courses:

Business Administration 130, Operations Management
Business Administration 160, Principles of Marketing
Business Administration, 180 Principles of Financial Management
Business Administration 190, Administrative Policy.

The fifth course is chosen from:

Business Administration 140, Legal Environment of Business
Business Administration 150, Organizational Behavior
Business Administration 170, Management Accounting.

The Undergraduate Program sponsors several organizations, including the Association of Business Students, the Black Business Student Alliance, and Carolina Women in Business. Each fall the Undergraduate Business Symposium hosts senior executives from around the country to speak with students and faculty about contemporary business topics.

For further information, please contact the Undergraduate Program office, 109 Carroll Hall.

Kenan-Flagler Business School Curriculum

The curriculum that leads to the degree of BSBA is described in detail in a separate bulletin of the Kenan-Flagler Business School, which may be obtained by writing to the Director of the Undergraduate Program.

The following courses are prerequisites for all Business Administration courses numbered 90 or 100: Business Administration 24 and 71; Economics 10 and 100 or 101.

***24 Introduction to Management Science** (3). Prerequisite, Mathematics 22 or 31 and Statistics 23. Statistical techniques for analyzing business problems. Topics include estimation, hypothesis testing, regression, time series, linear programming; also an introduction to the use of the computer. Fall and spring. Staff.

**After receiving credit for BUSI 24, business majors may not receive credit for Economics 70.*

71 Accounting Principles (3). Prerequisite, Economics 10 or equivalent. Role of accounting; basic concepts and methodology; mass data processing; valuation and income determination principles; management and internal control problems and basic financial statement components. Fall and spring. Hoffman.

96 Introduction to Microcomputers (1). An introduction to the design and use of LOTUS spreadsheets or microcomputers. Fall and spring. Staff.

97 Selected Topics in Business Administration (3). Prerequisite, permission of the instructor. Individual study in a special field with the direction of a member of the department. Fall and spring. Staff.

Courses for Graduates and Advanced Undergraduates

100 Oral and Written Communication in Business (3). Analysis of basic types of business presentations in a variety of business settings. Instruction, coaching, and practice presentations are combined to increase business presentation skills.

110 Deterministic Models for Decision Problems (3). Prerequisite, Business Administration 24 or equivalent. The use of quantitative tools for formulating, solving, and analyzing deterministic decision problems. Topics include linear programming, network models, and dynamic programming. Fall and spring. Staff.

111 Probabilistic Models for Decision Problems (3). Prerequisite, Business Administration 24 or equivalent. The use of quantitative tools for formulating, solving, and analyzing probabilistic decision problems. Topics include decision analysis, simulation, queueing, inventory control, and reliability. Spring. Staff.

120 Risk Management (3). Analysis of the financial problems inherent in the multitude of static risks that confront the business enterprise, and evaluation of the alternative methods of dealing with such problems utilized in modern scientific risk management. Fall or spring. Lee.

121 Life Insurance and Estate Planning (3). Basic life insurance, corporate employee benefits and estate planning. Includes wills, trusts, taxation, and business insurance. Fall or spring. Lee.

122 Advanced Risk Management and Insurance (3). Prerequisite, Business Administration 120 or equivalent. An analysis of risk measurement and a study of insurance devices to combat risk in the business firm. Fall and spring. Lee.

126 Introduction to Real Property (3). An introduction to the social, political, economic, and investment aspects of real property. Fall or spring. Staff.

130 Operations Management (3). Analysis of the production/ operations function in both manufacturing and nonmanufacturing organizations. Developing production policies which support total organizational goals under varying constraints. Fall and spring. Staff.

131 Operations Management (3). Prerequisite, Operations Management 130 or equivalent. A case analysis course developing a general management perspective on strategy formulation in the operations function and emphasizing operations linkages to the market place. Fall. Berry, Elvers.

133 Design and Operation of Production Systems (3). Prerequisite, Business Administration 130 or equivalent. The design of modern manufacturing planning and control systems, production planning, master production scheduling, material and capacity planning, shop floor control, and Just-In-Time manufacturing methods. Spring. Berry.

134 Service Operations (3). Prerequisite, Operations Management 130 or equivalent. Includes service package development, yield management, scheduling, queueing, quality measurement, impact of technology, managing professional services including facilitator services (accounting, consulting, real estate, legal services). Fall. McLaughlin

137 Operations Logistics Management (3). Prerequisite, Business Administration 130 or equivalent. The integration of various managerial activities, e.g., purchasing, inventory control, which deal with the flow of materials into, through, and out of an organization. Fall and spring. Marucheck, Pannesi, Wagner.

140 Legal Environment of Business (3). An introduction to the legal system with special emphasis upon its relationship to business. Topics covered include an introduction to the judicial system, torts, and contracts. Fall and spring. Adler, Mann, Peirce, Roberts.

141 Commercial Law (3). Prerequisite, Business Administration 140 or equivalent. Not open to students who have taken Business Administration 144. A detailed examination of commercial law topics including sales, commercial paper, bank deposits and collections, secured transactions, suretyship, bank regulations, and bankruptcy. Fall and spring. Roberts, Adler.

142 Managerial Law (3). Prerequisite, Business Administration 140 or equivalent. Not open to students who have taken Business Administration 144. A detailed examination of the legal aspects of business organizations, including agency, joint ventures, partnerships, limited partnerships, corporations, and securities regulation. Fall and spring. Mann, Peirce.

143 Antitrust Law (3). Prerequisite, Business Administration 140 or equivalent. A detailed examination of the federal regulation of competition, including monopolies, oligopolies, horizontal and vertical restraints of trade and price discrimination. Fall. Roberts.

144 Business Law (3). Prerequisite, Business Administration 140 or equivalent. Not open to students who have taken either Business Administration 141 or Business Administration 142. A survey of commercial paper, secured transactions, sales, agency, partnerships, limited partnerships, corporations and securities regulation. Summer. Staff.

145 Labor Law (3). Prerequisite, Business Administration 140 or equivalent. The main focus of the course is on the Employer-Employee Relationship under the NLRA, including: employer/ union unfair labor practices; picket, boycott, and strike activity; fair employment practices and the nonunionized employment environment. Fall. Peirce. 150 Organizational Behavior (3). An introduction to the study of human behavior in organizations. Examines from a managerial perspective the impact of individual, group, and organizational variables on organizational performance and employee satisfaction. Fall and spring. Bateman, Blackburn, Rosen, Shapiro.

152 Social Psychology of Organizations (3). Prerequisite, Business Administration 150 or equivalent. Systems analysis of behavior in organizations and its application to the management of human resources. Fall and spring. Blackburn, Victor.

153 Social-Technical Systems (3). Prerequisite, Business Administration 152 or equivalent. Advanced readings and intensive analysis and discussion of cases and problems in social-technical systems. Spring. Staff.

157 Human Resource Management (3). Prerequisite, Business Administration 150 or equivalent. Problems, policies, and procedures in the management of personnel, including topics such as staffing, performance appraisal, training, compensation, benefits and services, safety and health, equal employment, discipline, justice. Fall and spring. Blackburn, Rosen, Miguel.

158 Introduction to Labor-Management Relations (3). An introduction to labor-management relations with particular emphasis on the collective bargaining process. Topics include labor law, management rights, grievance/arbitration process, and labor-management cooperation. Spring. Bigoness.

160 Principles of Marketing (3). Introduction to marketing with emphasis on the social and economic aspects of distribution, consumer problems, marketing functions and institutions, marketing methods and policies. Fall and spring. Staff.

161 Advertising (3). Prerequisite, Business Administration 160 or equivalent. The organization and functions of advertising. Topics include economic and social aspects; types of advertising and advertising objectives; developing advertising messages; media selection and evaluation; advertising research. Fall and spring. Armstrong, Staff.

163 Sales Management (3). Prerequisite, Business Administration 160 or equivalent. An overview of the sales management process, including sales force planning, budgeting, recruiting, selection, training, compensation, supervision, and control. Fall and spring. Hughes.

164 Consumer Behavior (3). Prerequisite, Business Administration 160 or equivalent. Review of conceptual models and empirical research in consumer behavior. Topics include decision processes, social and cultural influences, information processing, and ethical issues. Fall and spring. Didow.

165 Retailing (3). Prerequisite, Business Administration 160 or equivalent. A study of the place of retailing in the economy. Topics include development of the present retail structure, functions performed, principles governing effective operations, modern store policies and practices, and managerial problems. Fall. Staff.

168 Introduction to Marketing Research (3). Prerequisites, Business Administration 24 and 160 or equivalents. An introduction to research methodology with emphasis upon the compilation, analysis and interpretation of data used in the planning and control of marketing operations. Fall or spring. Bloom, Mason, Bayus.

169 Marketing Policies (3). Prerequisites, Business Administration 160 or equivalent, and senior standing. A problem method course dealing with specialized marketing functions and policies: includes product and lines, brands, channels of distribution, prices and pricing, promotion, and diagnosis and control. Fall and spring. Kendall, Workman.

170 Management Accounting (3). Prerequisite, Business Administration 71 or equivalent and prerequisite or corequisite Economics 100 or 101 or equivalent. Elements of accounting for management planning, budgeting and control. Emphasis is on management uses of accounting information. Fall and spring. Staff.

171 Intermediate Accounting I (3). Review of accounting cycle, income measurement and valuation issues related to current and long-term assets and liabilities, revenue realization concepts. Fall. Cox, Langenderfer.

172 Intermediate Accounting II (3). Prerequisite, Business Administration 171. Income measurement and valuation issues related to stockholders' equity, fair value issues, accounting changes, leases and pensions. Spring. Cox, Langenderfer.

180 Principles of Financial Management (3). Theoretical foundations of optimal financial policy. Problems and cases provide application of theory to financial decisions involving cash flow, capital structure, capital budgeting. Fall and spring. Zenner, Staff.

182 Theory and Application of Financial Management (3). Prerequisite, Business Administration 180 or equivalent. A follow-up course to Business Administration 180 which goes more deeply into the theory and application of financial management. Emphasis is placed on investment, financing, and dividend decisions. Fall and spring. Wiles, Pringle.

185 Financial Institutions and Markets (3). Prerequisite, Business Administration 180 or equivalent. Analysis of the operating policies of financial institutions and the effect of such policies upon the structure of the capital markets. Fall and spring. Wiles.

186 Investments (3). Prerequisite, Business Administration 180 or equivalent. A survey of investment principles and practices. Emphasis is given to the problems of security analysis and portfolio management with special attention to the investment problems of the individual investor. Fall and spring. McEnally, Snow.

189 International Finance (3). Prerequisite, Business Administration 180 or equivalent. An introduction to the international aspects of financial decision making. Builds on the foundation laid in the basic financial management course. Emphasis on topics of primary interest to the treasurer of a multinational corporation. Particular attention to the determination of exchange rates. Spring. Zenner.

190 Administrative Policy (3). Prerequisites, Business Administration 100, 130, 140, 150, 160. Open only to seniors majoring in business administration. Comprehensive analysis of administrative policy-making from a total organizational point of view, use of case analysis and written reports to develop integrative decision skills. Fall and spring. Anderson, Kesner, Lee, Pannesi, Zeithaml.

191 Introduction to International Business (3). Prerequisite, senior standing. Problems in operating overseas, including analysis of differences in country settings, legal and financial systems, and governmental policies affecting foreign operations. Fall or spring. Kendall.

192 Introduction to Management Information Systems (3). A survey of the elements and functions of management information systems and the principles underlying the design and management of effective systems. Fall. DesJardins.

194 Business and Society (3). Focuses on relationship between business, government, citizens, and social institutions in a democracy with a market economy. Spring. Staff.

199 Management Simulation (3). Open only to seniors majoring in business administration. A seminar simulating the operation of a more complex business enterprise. Student teams operate competing firms in an industrial environment simulated by a computer. Fall and spring. Anderson.

Courses for the Master of Accounting Program

The Kenan-Flagler Business School offers a five-year program in business and accounting leading to the joint conferral of the BSBA and Master of Accounting degrees. The program is structured in a "three-two" format: the first three years include General College and business core requirements, and the last two years are devoted to advanced study in accounting, business, and nonbusiness subjects.

Applications for the MAC program will be available for juniors in the Business School at the beginning of the spring semester. Acceptance is based on academic performance through the first 3 years, performance in accounting classes (BA 71, 170, 171, 172), SAT scores, and recommendations.

Following admission to the MAC Program, students complete two years of professional study including 21 - 27 additional hours of accounting, the remainder of the business core, plus electives from both business and nonbusiness areas chosen to satisfy specific interests.

240 Financial Accounting Research and Applications (3). Prerequisite, Business Administration 171 and 172, or equivalents. Provide necessary background and skills to analyze and research corporate financial reporting in light of contemporary accounting theory and practice.

241 Financial Accounting Theory (3). Prerequisite, Business Administration 171 and 172, or equivalents. Examination of current accounting theory construction, verification and implementation.

242A Auditing (3). A course in auditing theory and practice. Auditing standards, procedures, rules of professional conduct, and related materials of professional importance are studied.

242B Advanced Auditing (3). Prerequisite, Business Administration 242A or equivalent. The development of an understanding of 1) accounting internal control issues in computer-based systems and 2) generalized and special purpose audit software.

243 Advanced Management Accounting (3). Prerequisite, Business Administration 170. Study of cost accounting systems, including cost accumulation, cost measurement and choice of costs to be included in the measurement.

244 Principles of Federal Income Taxation (3). Prerequisite, Business Administration 172 or permission of instructor. Underlying principles of the Federal income tax law with emphasis on individuals; problem recognition and tax planning emphasis.

245 Tax Research (3). Prerequisite, Business Administration 244, 277, or equivalent. A study of the techniques of research in taxation applied to routine and complex tax problems. Concentration on locating and assessing authority, and formal communication.

246A Federal Income Taxation of Corporations and Shareholders (3). Prerequisite, Business Administration 244. An advanced study of corporate taxation with emphasis on Subchapter C: corporate organization, distributions, liquidation, reorganizations, and special corporate problems.

246B Federal Income Taxation of Partnerships and S Corporations (3). Prerequisite, Business Administration 244. An advanced study of federal income taxation of partners and partnerships including formation, operation and termination; a study of S corporations and effects of an S election on shareholders.

246D Estate, Trust, and Gift Taxation (3). Prerequisite, Business Administration 244. A study of Federal estate and gift taxation, income taxation of estates and trusts. Emphasis on tax aspects of income gift and estate planning.

248A Accounting for Mergers and Acquisitions (1-1/2). Prerequisite, Business Administration 172. Advanced topics including foreign exchange, business combinations, home office and branches and consolidations.

248B Not-For-Profit Accounting (1-1/2). Prerequisite, Business Administration 172. Advanced topics dealing with governmental units and not-for-profit entities.

248 C Taxation of Business Entities. Tax principles applied to the formation, operation and dissolution of corporations and partnerships.

249 Professional Accounting Policy and Practice (3). Taken in last semester prior to receiving MAC degree. Bridge between the study of accounting by students and the practice of accounting by professionals. Understand professional accounting problems with emphasis on formulating communication skills.

272 Accounting Information Systems. (3). Prerequisite Business Administration 172 or equivalents. Study of the design, operations, and control of accounting information systems and their integration with other information systems. Fall.

273 Management Accounting Theory and Practice. Role of accounting and the information function within organizations, management decision models, analysis and financial controls.

277 Taxes and Global Business Strategy. Significance of taxes relevant to business decisions; tax factors and other considerations influencing the decision process.

278 Advanced Financial Accounting Topics. Concepts and methods underlying financial reporting; analysis and use of financial accounting data.

The School of Education

Donald J. Stedman, Ph.D., *Dean*
Walter B. Pryzwansky, Ed.D., *Associate Dean for Academic Programs*
Dixie Lee Spiegel, Ph.D., *Associate Dean for Students*
Barbara H. Wasik, Ph.D., *Associate Dean for Research*
Robert C. Kanoy III, Ph.D., *Associate Dean for Planning and Evaluation*
David Thomas, M.B.A., *Assistant Dean for Corporate and Community Relations*
William I. Burke, Ed.D., *Director of Professional Development Schools*
Carolyn F. Jones, M.A., *Assistant Director of Professional Development Schools*

The School of Education offers programs of study beginning in the junior year to undergraduate students who plan careers in the field of teaching. The programs are designed to prepare students to teach at one of the following levels: elementary (grades K - 6); middle grades (grades 6 - 9); secondary (grades 9 - 12); special subjects (grades K - 12).

A student majors in one of the following program areas: (1) elementary education at the early childhood or intermediate level; (2) middle grades education; (3) secondary education in English, Latin, mathematics, science, or social studies; or (4) one of the special subjects, which are modern foreign language education, physical education, or music education.

Students are admitted to the School of Education as transfers from the General College and, on a very limited, space-available basis, from other departments of UNC-Chapel Hill or other institutions. In order to provide a quality preprofessional program which includes a set of effective clinical experiences, the school must accept only the number of students that can be appropriately supported by available faculty and community resources. Therefore, admissions to the School of Education are limited.

The criteria for admission include, but may not be limited to, academic progress, commitment to the teaching profession and children, and passing scores on the General Knowledge and Communication Skills portions of the National Teacher Examination (NTE/PRAXIS). This test is given in March, June, and October. Prospective education majors are advised to take the exam no later than October of their sophomore year. Registration for the exam closes approximately six weeks before the exam date. Special consideration for admission is given to students with teaching-related scholarships and to students who would enhance the diversity of the teaching profession. Two letters of recommendation are required. In addition, students must have a minimum grade point average of 2.5 by the end of their fourth semester to be formally admitted. However, attainment of a 2.5 grade point average does not guarantee admission.

Applications are available in 114 and 116 Steele Building. Interested students should check with the General College Education Adviser about the application deadline.

Each degree-seeking student is required to fulfill the General College requirements, primarily in the freshman and sophomore years, to select courses appropriate to the major field of concentration, to take courses in education designed to meet teacher certification requirements and to comply fully with all regulations and requirements for graduation from the University.

Once students are admitted to the School of Education, they begin their professional program. Courses with field experiences must be taken in a specific sequence: EDUC 55 (Child Development) or EDUC 56 (Adolescent Development) is a prerequisite for EDUC 54 (Social Concepts in Education) and for EDUC 51 (Teaching Reading and the Related Language Arts), if required. Other professional courses (EDUC 72-Psychology of Learning; EDUC 45-Basic Media Skills; EDUC 12 - Elementary Math, if required; and EDUC 153 - Content-Area Reading and Writing) are not sequenced but must be completed before student teaching.

Middle grades students begin professional education in a clinically based program in the junior year. EDUC 65 (The Teaching Profession) and EDUC 66 (Planning for Instruction) are taken in the fall semester. During the spring semester, students take EDUC 69 (Teaching Skills Laboratory). Seniors take EDUC 95 (Teaching in the Middle Grades) in the fall semester. The spring semester is comprised of EDUC 96 (Teaching Internship) and EDUC 97 (Seminar on Teaching). All professional courses for the middle grades major are required and must be taken in sequence.

The School of Education has an honors program for exceptional junior and senior education majors. During the spring semester of the junior year, an honors student in education participates in the honors seminar. During the senior semester in which the student is not student teaching, the student prepares an honors thesis, on which there will be an oral examination. The program is limited in enrollment and open on a space-available basis to students with a grade point average of at least 3.4.

Degrees Offered

The following degrees are awarded to students completing undergraduate programs of study in the School of Education: Bachelor of Arts in Education (middle grades, special subjects, and secondary areas); Bachelor of Music Education and Bachelor of Science in Science Teaching (secondary).

Graduation Requirements

In addition to the general University requirements for graduation stated in this bulletin, a student who secures a degree in the School of Education must meet each of the following minimum requirements:

1. a minimum of 120 semester hours of credit, plus two one-hour physical education activity courses, with a final cumulative grade point average of not less than 2.0. The last 30 hours of a degree program must be taken in residence at UNC-Chapel Hill.
2. the freshman-sophomore pattern of courses required by the General College and a distribution of courses in the junior and senior years that meets the requirements for the student's particular major pattern as described below.
3. a satisfactory teaching major in elementary education or in one of the teaching areas at the middle grades or secondary school level or in a special subjects area.
4. for elementary education students, completion of the requirements for a second major academic concentration in a College of Arts and Sciences program.
5. a grade of C (2.0) or better for each professional course (EDUC) in the School of Education and on at least 18 semester hours of work in the major teaching field and an overall C (2.0) average in the major teaching field.

Professional Program

In the senior year during either fall or spring, students (except those in Middle Grades Education) spend a full semester in specified professional courses. This semester is referred to as the "professional block," and students may not enroll in other courses during this semester nor hold a job. Because most of the professional block areas are offered only fall or spring semester, it is imperative that students plan their programs during the junior year to assure registering for the designated professional block during the appropriate semester of the senior year. All EDUC courses and all General College requirements must be completed before the block semester. In addition, many specialty areas require that specific courses be completed before the block. Students should consult their advisement worksheets in order to identify those courses.

Students should plan in advance of the block semester for housing, since they may or may not be placed in Chapel Hill for student teaching. Most students will find that a car is necessary.

Student teachers are expected to abide by the public school calendar once they begin full-time student teaching. This means that, in most years, student teachers will not be able to take University Fall Break or University Spring Break, whichever falls in the student teaching period.

Because of the professional nature of the curriculum in the School of Education, it is not possible for a student to simultaneously pursue a degree in education and a degree in any other school or department at UNC-Chapel Hill nor is it possible for students in other departments to minor in education.

North Carolina certification of teachers and special services personnel is independent of degree requirements. Prior to receiving formal admission to the teacher education program, students must satisfactorily complete Core Batteries 1 (Communication Skills) and 2 (General Knowledge) of the National Teachers Examination (NTE/PRAXIS). This must be taken by the fall of the sophomore year. In their senior year, students who plan to obtain certification upon graduation must also pass Core Battery 3 (Professional Knowledge) and the appropriate Specialty Area test of the National Teachers Examination (NTE/PRAXIS). Fees are charged for all NTE examinations. Information and application forms are available at the University Counseling Center in Nash Hall and 114 Steele Building.

Early in the semester in which a student plans to graduate, he or she should complete an application for initial teacher certification in North Carolina. Application forms are available in 103 Peabody Hall. Students also must file their NTE scores with the application for certification

Shortly after the official graduation date, the application is processed and forwarded to the Division of Certification of the North Carolina State Department of Public Instruction.

The programs described below are approved by the Division of Certification of the N.C. State Department of Public Instruction and the National Council for the Accreditation of Teacher Education. A student interested in becoming a teacher should consult with the General College Education Adviser for more specific information regarding a particular program.

Elementary Education: (Early Childhood and Intermediate) Kindergarten-Grade Six

The elementary education program (early childhood and intermediate) at the undergraduate level (A.B. in Education degree) provides students with a broad academic background in specific professional education necessary to function as teachers of young children through grade six. In satisfying the requirements of the General College of the University, which cover the freshman and sophomore years, each student should choose as many of the courses listed below as possible. During the junior and senior years, the professional education courses and student teaching will provide a range of experiences which will include working with children at the levels identified with the elementary program.

***Total Credit Hours Required 120 Hours**

(Minimum requirement; some major academic concentrations require more hours than others. In addition, two 1-hr. PHYA activity courses must be taken).

***General College 46-57 hours**

Basic Skills	
English composition courses	6 hours
Foreign Language courses	3-11 hours
Mathematical science courses	3-6 hours
Perspectives	
Aesthetic Perspective	6 hours
1 literature course	3
One from ART 31, 32, 33, 34, 35, 36, 37, 38, 43; MUSC 40, 42, 45; DRAM 15, 16, 20; or PHYE 93	3
Natural Sciences Perspective	13 hours
(One science course below must have a lab)	
1 biological science course	3-4
1 physical science course	3-4
PSYC 10	3
1 additional natural science course	3-4
Philosophical Perspective	3 hours
1 course	3
Social Science Perspective	6 hours
Two from POLI 41, ECON 10, ANTH 41, SOCI 30, or GEOG 20	6
Historical Perspective	6 hours
1 pre-1700 western history course	3
1 other history course (Am. Hist. suggested)	3

***Courses Related to Teaching Methods**	**15 hours**
PHYE 74	3
INLS Library Science 92	3
EDUC 4	3
MUSC Music 20	3
One from SPCH 153, 156, or EDUC 143	3

***Professional Education**	**30.5 hours**
EDUC 12 - Teaching Mathematics	3
EDUC 45 - Basic Media Skills	1.5
EDUC 51 - Teaching Reading & Language Arts	4
EDUC 54 - Social Concepts in Education	3
EDUC 55 - Child Development	4
EDUC 72 - Psychology of Learning	3
EDUC 60 - Teaching in the Elementary School	3
EDUC 61 - Methods & Materials for Teaching	3
EDUC 62 - Student Teaching	6

***Major Academic Concentration 24-49 hours**

Elementary education students must select a major academic concentration from one of the two lists of College of Arts and Sciences programs shown below. Completing the previously described requirements for the elementary education program and the requirements for one of the programs below (except the junior-senior perspectives) will give students a double major, one in the College of Arts and Sciences and one in the School of Education. The School of Education recommends that teacher candidates select a major academic concentration from the "preferred" list, as these areas are consistent with public elementary school programs in which the student may eventually choose to teach.

Preferred

Anthropology; Art History; Astronomy; Biology; Chemistry; Economics; English; French; Geography; Geology; History; Interdisciplinary Studies; Mathematics; Philosophy; Physics; Political Science; Psychology; Sociology; Spanish.

Optional

African Studies; Afro-American Studies; American Studies; Art (Studio); Classical Archeology; Classical Civilization; Comparative Literature; Dramatic Art; East Asian Studies; German; Greek; International Studies; Italian; Latin; Latin-American Studies; Linguistics; Music; Peace, War, and Defense; Portuguese; Public Policy Analysis; Religious Studies; Russian; Russian and East European Studies; Speech Communication.

* Electives 4.5 hours

Middle Grades Education: Grades Six-Nine

The middle grades education program on the undergraduate level (A.B in Education degree) provides students with a strong academic background and the specific professional education necessary to function as teachers in middle schools and junior high schools (grades six through nine). Students selecting the middle grades undergraduate program must complete the General College requirements of the University. Students working for this degree will be required to have two academic concentrations; one will be the major, and one will be a minor concentration. In addition, students complete the professional education courses during their junior and senior years.

***Total Credit Hours Required 120 hours**

(Minimum requirement; some major and minor academic concentrations require more hours than others. In addition, two 1-hr. PHYA activity courses must be taken).

***General College 45-60 hours**

The following courses are required OR recommended, as shown, to fulfill the indicated General College perspectives:

Perspectives for Language Arts Concentration

Required:
LING 30 (Social Studies)
ENGL 23W or 25W Literature)
One from ENGL 42, RTVMP 26, DRAM 15, 16, or 20 (Fine Arts)
Recommended:
HIST 11 (Pre-1700 Western History)
HIST 12 or AFAM 40 (History)

Perspectives for Social Studies Concentration

Required:
HIST 11 (Pre-1700 Western History)
HIST 12 (History)
GEOG 20 or ANTH 41 or 49 (Social Studies)
Recommended:
COMP 14 (Mathematics)
PHIL 20 or 37 (Philosophy)
BIOL 11 & IlL and GEOG 10 (Naltural Science)

Perspectives for Mathematics Concentration

No specific required or recommended courses

Perspectives for Science Concentration

Recommended: COMP 14 (Mathematics)

***Professional Education (in sequence)**	**30 hours**
EDUC 65 - The Teaching Profession	1.5
EDUC 66 - Planning for Teaching	4.5
EDUC 69 - Teaching Skills Laboratory	3
EDUC 95 - Teaching in the Middle Grades	6
EDUC 96 - Teaching Internship	12
EDUC 97 - Seminar on Teaching	3

***Major Academic Concentrations 21-34 hours**

(General College courses may be used to fulfill middle grades requirements.)

Language Arts	21 hours
ENGL 30 or 31 (31 preferred)	3
ENGL 36 or 38	3
ENGL 58	3
One from ENGL 146, 185, 186, 187, or 189	3
One from ENGL 73, 78, 81, 84, 85, 86 or 88	3
SPCH 41	3
INLS Library Science 122	3

Mathematics	**27 hours**
MATH 31 (OK for Gen. Coll. requirements)	3
MATH 32 (OK for Gen. Coll. requirements)	3
MATH 31	3
MATH 33 or STATE 23	3
MATH 83 or 116	3
Math 115 or 131	3
COMP 4 or 14	3
MATH elective above 110	3
EDUC 12	3

(Note: Some of the courses above have prerequisites.)

Social Studies	**21 hours**
ECON 10	3
HIST 22 or 75	3
HIST 31	3
HIST 66 or 67	3
POLI 41	3
One from SOCI 10, 11, or 30	3
One from HIST 33, 38, 39, 83, 86, 193, 195, 197; POLI 54, 57, or 85	3

Science	**31-34 hours**
BIOL 11 and 11L	4
CHEM 11 and 11L	4
GEOL 11 and 11L	4
PHYS 20 or 24, and lab	4
ASTR 31 and 11L, or GEOG 11	3-4
Two from BIOL 41, 53, 54, 55, 73, and 73L, 101, 105, 108, 114, or GEOL 48	6-8
MATH 31, 32, or 33	3
One other MATH or STAT course	3

***Minor Academic Concentrations 15-21 hours**

Language Arts Minor	**15 hours**
ENGL 30 or 31	3
ENGL 36 or 38	3
One from ENGL 23W, 25W, 34, 34P, 35, or 35P	3
INLS 122 3	
One from ENGL 73, 78, 80, 81, 84, 85, 86, or 88	3

Mathematics Minor	**21 hours**
MATH 31 and 32	6
MATH 81	3
MATH 115 or 131	3
COMP 4 or 14	3
One from MATH 33, 116, or STAT 23	3
EDUC 12 (recommended)	3

(Note: Some of the courses above have prerequisites.)

Social Studies Minor	**18 hours**
GEOG 20	3
One from ANTH 41, 49; SOCI 10, 11, or 30	3
HIST 66 or 67	3
POLI 41 or ECON 10	3
Two from HIST 31, 33, 38, 39, 83, 86, 94C, 193, 195, 197; POLI 54, 57, or 85	6

Science Minor	**19 - 20 hours**
BIOL 11 and 11L	4
CHEM 11 and 11L	4
GEOL 11 and 11L	4
PHYS 20 or 24, and lab	4
ASTR 31 and 31L or GEOG 11	3-4

***Electives**	**0-9 hours**

Secondary Education: Grades Nine-Twelve

Students who wish to teach in the various secondary subjects (high school level) will earn the A.B. in Education with a major in English, Latin, Social Studies, or mathematics; or they will earn the B.S.S.T., the Bachelor of Science in Science Teaching. To do so and to become eligible for certification by the state; students must complete the requirements of the General College of the University (freshman and sophomore years), complete the required professional education courses, and complete a teaching major in the subject of interest.

***Total Credit Hours Required**
120 hours

(Minimum requirement; some majors require more hours than others. In addition, two 1-hr. PHYA activity courses must be taken).

***General College**	**40-52 hours**
Basic Skills	
English composition courses	**6 hours**
Foreign languages courses	**3-11 hours**
Mathematical science courses	**3-6 hours**
Perspectives	
Aesthetic Perspective	6 hours
1 literature course	3
1 fine arts course	3
Natural Science Perspective	7 -8 hours
1 science course with lab	4
1 science course with or without lab	3-4
(Instead of this requirement, science education majors must complete a total of 7 science foundations courses, all with labs, as shown under the science major requirements).	
Philosophical Perspective	3 hours
1 course	3
Social Science Perspective	6 hours
2 courses	6
Historical Perspective	6 hours
1 pre-1700 western history course	3
1 other history course	3

***Professional Education**	**26.5 hours**

[Courses with an asterisk (*) must be taken before the professional block.]

*EDUC 56 - Adolescent Development (prerequisite for EDUC 54)	4
*EDUC 54 - Social Concepts in Education	3
*EDUC 45 - Basic Media Skills	1.5
*EDUC 72 - Psychology of Learning	3
*EDUC 153 - Teaching Reading	3
Appropriate methods course (professional block)	6
Student teaching (professional block)	6

***Major Subject**

Students are required to choose one of the following teaching fields as their major subject: English, Latin, mathematics, social studies (with a concentration in economics, geography, history, political science, sociology, or anthropology, or science (with a concentration in biology, chemistry, physics, or earth science). Required courses for each field follow, with an asterisk (*) before the courses which must be taken before the professional block:

English	**36 hours**
ENGL 20	3
*ENGL 21 or 22	3
*ENGL 31	3
*ENGL 36	3
ENGL 38	3
*ENGL 58	3
ENGL 84 or 85	3
*One from ENGL 80, 81, 82, or 83	3
*SPCH 41	3
One from ENGL 51, 52, 54, 60, 64, 65, 65, or CMPL 21	3
One from ENGL 43, 72, 73, 78, 94 CMPL 22	3
One ENGL elective	3

Latin	**27 hours**
LATN 21	3
LATN 110	3
CLAS 35	3
CLAS 36	3
Five other courses in LATN above 21	15

Mathematics	**27 hours**
MATH 33	3
MATH 81	3
MATH 83	3
MATH 115	3
MATH 131	3
MATH 120 or 146	3
MATH 133, 134 or 138	3
MATH 110 or higher	3
COMP 14	3

Science

Students who choose science as their teaching field will receive the Bachelor of Science in Science Teaching upon completion of the following foundation courses and the courses required for the field they have chosen for a concentration:

Science Foundation Courses:	**34 hours**
BIOL 11 and 11L	4
CHEM 11 and 11L	4

CHEM 21 and 21L	4
GEOL 11 and 11L	4
PHYS 24 and 24L	4
PHYS 25 and 25L	4
ASTR 31 and 31L	4
COMP 14	3
MATH 31	3

(NOTE: 14 hours count for General College hours.)

Science Concentrations

Biology	*28 hours*
BIOL 52	4
BIOL 53	4
BIOL 54	4
BIOL 41, 43, 47, or 51	4
BIOL 108 and 180L	4
BIOL 63, 73, or 80, and lab	4
One from BIOL 103, 104, 105, 120, or 122, and lab	4

Chemistry	*27-30 hours*
MATH 32	3
CHEM 41/41L	4
CHEM 51	2
CHEM 61	2
CHEM 62/62L	4
CHEM 170L	2
CHEM 180 or 181	3
CHEM 140, 150, or 182	3
CHEM 121, 130, 160, or 171L	2-3
CHEM One elective	2-4

Physics	*29-32 hours*
MATH 32	3
MATH 33	3
PHYS 52	3
PHYS 58	3
PHYS 101	4
PHYS 102	4
PHYS Three electives	9-12

Earth Science (Geology)	*28-30 hours*
GEOL 42/42L	3-4
GEOL 48	3
GEOL 52	4
GEOL 53	4
GEOL 55	4
GEOL 188	4
GEOL 110	3
GEOL One elective	3-4

Social Studies 48-51 hours

Students who choose social studies as their teaching field must complete the following foundation courses and the courses required for the field they choose for a concentration.

Social Studies Foundation Courses:	36 hours
ANTH 41	3
ECON 10, 100	6
GEOG 10, 20	6
HIST 11, 12, 21, 22	12
POLI 41, 86	6
SOCI 10	3

Social Studies Concentrations:

Economics	18 hours
ECON 59	3
ECON 70	3
ECON 130	3
ECON 135 or 67 or 163	3
ECON 141	3
One from ECON 111, 122, 145, 146, 151, 158, 161, 165, 166, 167, 191	3

Geography	18 hours
GEOG 148	3
GEOG 150	3
GEOG 151	3
GEOG 156	3
GEOG 70 or 171	3
One regional course	3

History	12 hours
HIST 18	3
HIST 34 or 38 or 39	3
Two from HIST 64, 71, 117, 119, 142, 150, 157, 158, 161, 162, 167, 168	6

Political Science	18 hours
POLI 42	3
POLI 71	3
One from POLI 50, 52, 53, 54, 55, 56, 57, 58, 59, 160	3
One from POLI 61, 62, 64, 66, 68	3
One from POLI 161, 162, 163, 165, 166, 167, 168	3
One from 110, 140, 141, 155, 171, 173, 179	3

Sociology	21 hours
SOCI 20	3
SOCI 7 1 or 33	3
SOCI 50	3
SOCI 51	3
SOCI 52	3
Two from 21, 79, 132, 133, 143, 150, 163	6

Anthropology	15 hours
ANTH 122	3
ANTH 186	3
One from three of the following four groups:	
ANTH 100, 150	3
ANTH 43, 112, 117	3
ANTH 26, 36, 126, 130	3
ANTH 184, LING 170	3

Special Subjects: Kindergarten - Grade Twelve

A student who wishes to earn the A.B. in Education degree to teach music, physical education or a modern foreign language (French, German, or Spanish) may be certified in North Carolina for the entire range from the kindergarten level through grade twelve upon completion of the approved program of study. A student wishing to get a degree and certification in one of these special subjects must first complete the requirements of the General College of the University, the required professional education courses, and a teaching major in the subject of interest.

***Total Credit Hours Required**	**120 hours**

(Minimum requirement; some majors require more hours than others. In addition, two 1-hr. PHYA activity courses must be taken).

***General College**	**39-52 hours**
Basic Skills	
English composition courses	6 hours
Foreign language courses	3-11 hours
mathematical sciences	3-6 hours
Perspectives	
Aesthetic Perspective	6 hours
1 literature course	3
1 fine arts course	3
Natural Science Perspective	6-8 hours
1 science course with lab	3-4
1 science course with or without lab	3-4
Philosophical Perspective	3 hours
1 course	3
Social Science Perspective	6 hours
1 course (Linguistics 30 for foreign languages)	3
1 other course	3
Historical Perspective	6 hours
1 pre-1700 western history course	3
1 other history course	3

***Professional Education**	**26.5-33.5 hours**

[Courses with an asterisk(*) must be taken before the professional block.]

*EDUC 56 - Adolescent Development (prerequisite for EDUC 54)	4
*EDUC 54 - Social Concepts in Education	3
*EDUC 45 - Basic Media Skills	1.5
*EDUC 72 - Psychology of Learning	3
*EDUC 57 - Introduction to Music Education (Music only)	(2)
*EDUC 153 - (or 51 in foreign language) Teaching Reading	3-4
*EDUC 83 - Methods (foreign language only, fall sr., yr.)	(6)
Appropriate methods course(s) (professional block)	6
Student teaching (professional block)	6
Student teaching (professional block)	6-12

*Major Subject

Students are required to choose one of the following teaching fields as their major subject: music, physical education, or modern foreign language (with the major in French, German, or Spanish). Required courses for each field follow:

Music

Students who choose music as their major field must take the following courses or their equivalents. Several of the courses may be taken in the freshman or sophomore years, because the General College requirements for this program vary from those of other programs in education, the student should consult the music education adviser in the Department of Music in Hill Hall.

Music History, Literature, & Theory	**34 hours**
MUSC 31	3
MUSC 32	3
MUSC 36x or proficiency	0
MUSC 36a	1
MUSC 36b	1
MUSC 37	3
MUSC 38	3
MUSC 51	3
MUSC 52	3
MUSC 52x or proficiency	0.5
MUSC 53	3
MUSC 53x or proficiency	0.5
MUSC 54	3
MUSC 67	3
MUSC 68	2
MUSC 78	2
(Note: 6 hours count for General College hours.)	
Music Performance (Instrumental or Vocal)	14 hours
7 semesters of satisfactory performance, 2 hrs. each	14

Music Techniques	**7 hours**
MUSC 2z or 60	1
MUSC 3z	1
MUSC 72	1
MUSC 4z	1
MUSC 4z or 73	1
MUSC 5z	1
MUSC 6z	1

Music Ensembles	**7 hours**
7 semesters of large ensemble, 1 hr. each (except piano, organ, and guitar students: 5 semesters of large ensemble, 1 hr. each, + 4 semesters of keyboard or guitar ensemble, 1/2 hr. each)	7

Foreign Language

Students must select as their major subject French, German, or Spanish. The requirements for each are listed below. In addition, the students must take a foreign language proficiency examination during their junior year and must score at the ACTFL Advanced Plus level. Students should contact their adviser to arrange to take it before March 1 of the junior year.

Foreign language education majors are encouraged to spend at least one semester abroad in order to enhance fluency and develop a greater understanding of the native culture of the language studied. Usually this study takes place during the junior year. It is imperative that FLE majors plan their course of studies carefully so that they will be able to student teach in the spring of their senior year. This means: 1) Sophomores who are planning to be abroad their entire junior year or juniors who plan to be away their junior spring semester should apply for student teaching before they leave the country. Applications for student teaching are always due during the junior spring semester for the entire succeeding academic year. 2) Student teaching for FLE is only in the spring semester. EDUC 83 is given only in the fall. All EDUC courses must be taken before student teaching. FLE majors studying abroad should consider taking EDUC courses in the summers preceding and following that experience. The following EDUC courses are often available in the summers: EDUC 54, 72, and 153. However, EDUC 45, 56&L, and 83 may be taken only in the fall because they are not available during the summer.

French	**33-34 hours**
FREN 21	3
FREN 23	3
FREN 50	3
FREN 51	3
FREN 52	3
FREN 145	3
FREN 146	3
Two from FREN 60, 61, or 62	6
1 child development course	3-4
LING 30	3

(Note: 6 hours count for General College hours.)

German	**33-34 hours**
GERM 21	3
GERM 31	3
GERM 32	3
GERM 68	3
GERM 100	3
Four from GERM 70, 71, 72, 73, 80, 81, 82, 95, or selected 100-level courses	12
1 child development course	3-4
LING 30	3

(Note: 6 hours count for General College hours.)

Spanish	**36-37 hours**
SPAN 21	3
SPAN 23	3
SPAN 50	3
SPAN 51	3
SPAN 52	3
SPAN 53 or 54	3
SPAN 145	3
SPAN 146	3
Two from SPAN 71, 72, or 73	6
1 child development course	3-4
LING 30	3

(Note: 6 hours count for General College hours.)

Physical Education	**36 hours**
PHYE 55	3
PHYE 56	3
PHYE 57	3
PHYE 77	3
PHYE 79	3
PHYE 80	3
PHYE 81	3
PHYE 85	3
PHYE 86	3
PHYE 87	3
PHYE 88	3
PHYE 89	3

Concentrations for Physical Education

All students in physical education are required to complete a concentration in interdisciplinary studies or in another department, in addition to the physical education major requirements. Options for the concentration are listed below:

Interdisciplinary Major-Biophysical Studies - This concentration encompasses courses in three departments: physical education, biology, and psychology, sociology, or nutrition. In addition to the requirements shown above for the physical education major, students in the interdisciplinary major must take the following courses:

Biology 45 and 63L	4
Biology 52	4
Biology 62 and 62L	4
Two specified courses from PSYC or SOCI or NUTR	6

Alternate Second Major - Art History, Economics, English, French, Geography, German, History, Latin, Mathematics, Political Science, Spanish. Students should consult with the Associate Dean for Students in the School of Education before selecting an alternate second major.

Courses for Undergraduates

EDUC 4* Arts and Crafts for Elementary Teachers (3). Introduction to developmental aspects of children's art and to the application of art materials and processes to teaching at the elementary and intermediate levels. Fall, spring, and summer. Staff.

EDUC 12* Mathematics in Early Childhood and Intermediate Education (3). Provides a study of the mathematics content of elementary programs, including materials, techniques, and teaching aids. Prerequisite, one college-level math course. Fall, spring, and summer. Ballew.

EDUC 31 Career Exploration (1). Provides students an opportunity for exploration of career choices. Fall and spring. Brooks, D. Brown, Edgerly.

EDUC 41 Education in American Society (3). Primarily for students not majoring in education and may be taken by education majors only as an elective. A reflective examination of beliefs and attitudes associated with (1) the historical, philosophical, sociological, political, and economic forces affecting education and schooling in the United States; (2) the structure and function of the school system; and (3) current issues and trends in American schooling and education. Fall, spring, and summer. Unks.

EDUC 45* Basic Media Skills (1.5). Provides instruction and practice in selecting, planning, producing, and using media for teaching. Includes hands-on experience with instructional materials and equipment. Fall and spring. Wileman.

EDUC 51* Teaching Media and the Related Language Arts (K-6) (4). A survey course for K-6 majors on the nature of reading and other language arts. In addition to lectures, students work with elementary-level pupils at a local public school. Required of all K-6 majors and must be taken the semester preceding student teaching. Fall and spring. Cunningham, Fitzgerald, Jackson, Spiegel.

EDUC 54* Social Concepts and Problems in American Education (3). Basic course in the history and sociology of education for undergraduate students majoring in teacher education. Reviews major concepts of educational foundations and educational practice. Fall and spring. Unks.

EDUC 55* Child Development (4). Theories of child development and empirical research on child behavior, applied to the school setting at the early childhood and intermediate levels. Fall and spring. Coop, Meece.

EDUC 56* Adolescent Development (4). Theories of adolescent development and empirical research on adolescent behavior, applied to the middle grades and secondary levels. Fall and spring. Coop, Meece.

EDUC 57 Introduction to Music Education (2). An introduction to the historical and philosophical foundations of music education in the United States, and the role of the music teacher in the context of the school. Open to all music majors who have an interest in music education. Fall. Whitaker.

EDUC 60* Teaching Science and Social Studies in the Elementary School (3). Methods and materials for teaching science and social studies will be taught, with an emphasis on inquiry and an integrated unit approach. Fall and spring. Brice, Rogers, Wilkerson.

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*Open only to majors in the School of Education or with permission of the Director of Professional Development Schools.

EDUC 61* Theory and Practice of Teaching in the Elementary School (3). General theory and practice of teaching in the elementary school will be directly related to the student teaching experience. Fall and spring. Brice, Rogers, Wilkerson.

EDUC 62* Student Teaching in Elementary Grades (6). Provides full-time experience in an elementary school classroom under the supervision of an experienced teacher and a University supervisor during ten or more weeks. Prerequisite, EDUC 61. Fall and spring. Brice, Rogers, Wilkerson.

EDUC 63* Health and Physical Education (3). (Teaching.) Taught six hours per week during the first half of the semester. Open only to seniors in the School of Education or with the permission of the Director of Professional Development Schools. In this block program course, time is devoted to the study of appropriate methods and materials of teaching. Spring. Staff.

EDUC 64* Student Teaching Health and Physical Education (6). Provides full-time experience in a physical education setting under the supervision of an experienced teacher and a University supervisor during ten or more weeks. Prerequisite, EDUC 63. Spring. Staff.

EDUC 65* The Teaching Profession (1.5). (Offered concurrently with EDUC 66) Students will be initiated into the teaching profession. The course stresses what it is like to be a teacher, with concurrent emphasis on the life of the student and the study of schools. Prerequisite, admission to the Middle Grades Teacher Education program. Fall. Staff.

EDUC 66* Planning for Teaching (4.5). (Offered concurrently with EDUC 65.) Students will learn basic skills for assessing characteristics of the student related to learning, selecting content for instruction, and planning a lesson. Prerequisite, admission to the Middle Grades Teacher Education Program. Fall. Staff.

EDUC 69* Teaching Skills Laboratory (3). Students will learn to perform a variety of basic teaching skills used by classroom teachers. This course will be conducted primarily as a laboratory course. Prerequisites, EDUC 65 and 66. Spring. White, staff.

EDUC 72* Psychology of Learning (3). This course considers the components of teaching-learning situations, including motivation, teaching-learning strategies, classroom management, and testing and evaluation from a psychological perspective. (Sections 1,2,3 for early childhood and intermediate majors; Sections 4,5, and 6 for secondary and special subject majors.) Fall, spring, and summer. Stuck, White, Staff.

EDUC 74* Elementary/Middle Grades General Music Methods (3). This course is designed to acquaint the student with a body of information, principles, and practices in general music education, as well as provide opportunities for the student to assume the role of a general music teacher in a variety of settings. Course open to students in the final semester of the certification sequence. Spring. Whitaker.

EDUC 75* Methods and Materials in Instrumental Music (3). This course is designed to acquaint the student with a body of information, principles, and practices in instrumental music education, as well as provide opportunities for the student to assume the role of an instrumental music teacher in a variety of settings. Course open to students in final semester of the certification sequence. Spring. Whitaker.

EDUC 76* Methods and Materials in Choral Music (3). This course is designed to acquaint the student with a body of information, principles, and practices in choral music education, as well as provide opportunities for the student to assume the role of a choral music teacher in a variety of settings. Course open to students in final semester of the certification sequence. Spring. Huff.

EDUC 77* Student Teaching Elementary Music (6). Provides full-time experience in teaching elementary general music under the supervision of an experienced teacher and a University supervisor during ten or more weeks. Prerequisite, EDUC 74. Spring. Whitaker.

EDUC 78* Student Teaching Instrumental Music 6). Provides full-time experience in teaching instrumental music under the supervision of an experienced teacher and a University supervisor during ten or more weeks. Prerequisite, EDUC 75. Spring. Whitaker.

EDUC 79* Student Teaching Choral Music (6). Provides full-time experience in teaching choral music under the supervision of an experienced teacher and a University supervisor during ten or more weeks. Prerequisite, EDUC 76. Spring. Huff.

EDUC 81* Theory and Practice of Teaching English in the Secondary School (6). In this block program course, time is devoted to the study of the secondary school and appropriate methods and materials of teaching English. Fall. Hennis.

EDUC 82* Student Teaching English (6). Provides full-time experience in teaching English under the supervision of an experienced teacher and a University supervisor during ten or more weeks. Prerequisite, EDUC 81. Fall. Hennis, Palmer.

EDUC 83* Methods of Teaching Foreign Languages K-12 (6). This course is devoted to the appropriate methods and materials for the teaching of foreign languages. Prerequisite, senior majoring in foreign language education. Fall. Heining-Boynton.

EDUC 84* Student Teaching Foreign Languages K-12 (12). This course is devoted to the appropriate methods and materials for the teaching of foreign languages. Prerequisite, EDUC 83. Spring. Heining-Boynton.

EDUC 85* Theory and Practice of the Teaching of Social Studies in the Secondary School (6). In this block program course, time is devoted to study of the secondary school and appropriate methods and materials of teaching social studies. Fall. Rong, Tom.

EDUC 86* Student Teaching Social Studies (6). Provides full-time experience in teaching social studies under the supervision of an experienced teacher and a University supervisor during ten or more weeks. Prerequisite, EDUC 85. Fall. Rong, Tom.

EDUC 89* Theory and Practice of the Teaching of Mathematics in the Secondary School (6). In this block program course, time is devoted to study of the secondary school and appropriate methods and materials of teaching mathematics. Fall. Ballew.

EDUC 90* Student Teaching Mathematics (6). Provides full-time experience in teaching mathematics under the supervision of an experienced teacher and a University supervisor during ten or more weeks. Prerequisite, EDUC 89. Fall. Ballew.

EDUC 91* Theory and Practice of the Teaching of Science in the Secondary School (6). In this block program course, time is devoted to study of the secondary school and appropriate methods and materials of teaching science. Fall. Hounshell.

EDUC 92* Student Teaching Science (6). Provides full-time experience in teaching science under the supervision of an experienced teacher and University supervisor during ten or more weeks. Prerequisite, EDUC 91. Fall. Hounshell.

EDUC 93H* Honors Seminar in Education (3). Integration of critical analysis of selected educational themes, introduction to methods of educational research, and intensive work in skills of reading Critically and writing. Required for graduation with honors in education. Prerequisite, honors candidate in the School of Education. Spring. Staff.

EDUC 94H* Honors Thesis in Education (3). Preparation of an honors thesis under the direction of a member of the School of Education faculty and an oral examination on the thesis. Prerequisite, EDUC93H with a grade of "B" or better. Required of all candidates for graduation with honors in education. Fall and spring. Staff.

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EDUC 95* Teaching in the Middle Grades (6). Students will learn about the organization and curriculum of the middle grades, reading and writing in the content areas, the methods of teaching in their content areas, and unit planning. Prerequisites, EDUC 65, 66, and 69. Fall. Jones.

EDUC 96* Teaching Internship (12). (Offered concurrently with EDUC 97). This internship gives students the opportunity to plan instruction and to teach with increasing degrees of responsibility. The internship will be in a school setting under the direct supervision of a classroom teacher. Prerequisites, EDUC 65, 66, 69, and 95. Spring. Jones, Staff.

EDUC 97* Seminar on Teaching (3). (Offered concurrently with EDUC 96). This seminar provides the student an opportunity to reflect on teaching and the teaching profession by integrating knowledge about teaching with observations about teaching made during the internship. Prerequisites, EDUC 65, 66, 69, and 95. Spring. Jones, Staff.

EDUC 99* The Secondary School (3). This course meets six hours each week during the first half of the semester in which student teaching is done. Required of all secondary teachers majoring in physical education. Deals with the rationale and the practice of secondary education, including curriculum and organization. Spring. Staff.

EDUC 100 Education Workshops (1-3). Workshops designed around education topics, primarily for certified K-12 teachers. Prerequisite, permission of the Director of Professional Development Schools. Summer. Members of the graduate faculty.

EDUC 153* Content-Area Reading and Writing (3). Introductory course that focuses on current theory, research, and issues in the teaching and use of reading and writing in the content area. Fall, spring, and summer. Cunningham, Danielewicz, Palmer, Spiegel.

Courses for Graduates and Advanced Undergraduates

Undergraduate students who are not in the School of Education must get the permission of the Associate Dean for Academic Programs to enroll in these courses.

Curriculum and Instruction

EDCI 111 Audiovisual Instruction: Techniques and Materials (3). Presents the techniques and methods for using the appropriate educational media and supporting resources in instructional situations. Fall and summer. Wileman.

EDCI 113 Introduction to Instructional Materials Production *(RTVMP 113)* (3). The planning and production of two and three dimensional instructional materials, such as television graphics, slides, overhead transparencies, manipulative tactile materials, and animated motion pictures. Fall and spring. Wileman.

EDCI 115 Principles of Instructional Design (3). The design and production of instructional materials incorporating goal analysis, learning task analysis, behavioral objectives, entry behavior, criterion tests, instructional strategies, design planning, and formative evaluation. Prerequisite, EDUC 72 or EDFO 100. Fall. Hannum.

EDCI 120 Early Childhood Education (3). Considers the development of early childhood education, growth and development characteristics of young children, and the organization and administration of programs and services for young children. Fall and summer. Brice, Day.

EDCI 121 The Curriculum of Early Childhood Education (3). Relates the objectives of early childhood education to curricula in language development, science, social living, numbers, music, art, and dramatic play. Spring and summer. Brice, Day.

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EDCI 185 Elementary General Music Methods (3). Designed to provide students with knowledge of the structure, scope, and sequence of instruction in elementary general music. As demand warrants. Whitaker.

EDCI 186 Research in Music Education (3). Students will gain familiarity with important ideas and concepts concerning research and with the potential, limitations, and applications of research methodologies. Fall. Whitaker.

EDCI 187 Advanced Choral Methods and Vocal Development (3). Seminar and workshop in pedagogical procedures in choral/vocal art and musical development. As demand warrants. Huff.

EDCI 188 The Teaching of Applied Music: Vocal *(MUSC 188)* (3). Physiological and acoustical analysis of the singing act; phonics and phonetics as applicable to singing English and foreign languages, and vocal exercises and techniques suitable for classroom and choral rehearsal. As demand warrants. Music Department Staff.

EDCI 189 Marching Band Procedures (3). Designed to provide students with the knowledge of the organization, planning, and administration of a marching band program. Students will also acquire the skills of drill writing and show designing. As demand warrants. Music Department Staff.

EDCI 190 Middle Grades General Music Methods (3). Designed to provide students with knowledge of the structure, scope, and sequence of instruction in middle grades general music. As demand warrants. Whitaker.

EDCI 199 Independent Study in Curriculum and Instruction (1-3). May be repeated for a maximum of six hours of credit. Readings and research under the direction of a member of the program. Prerequisite, permission of the instructor. Fall and spring. Staff.

Education Foundations

EDFO 100 Psychological Foundations of Education (3). Describes the nature and relevance of educational psychology; sources and interpretation of educational and psychological data; components of teacher-learning situations, evaluation, and reporting. Summer. Staff.

EDFO 101 Psychology of Childhood and Adolescence (3). Theories of child and adolescent development plus research findings which aid in the understanding of human behavior and development. Fall and summer. Coop, Meece.

EDFO 103 Psychology of Adult Learning, Interaction of Values, Personality, and Cognition (3). Studies the interaction of personality, motivation, values, attitudes, and cognition of students from late adolescence through middle age. Fall. Frierson.

EDFO 106 Educational Measurement and Evaluation (3). Identifies the basic concepts in measurement and evaluation, describes the role of evaluation in curriculum construction and revision, and describes the development and use of teacher-constructed tests. Not a part of the doctoral research sequence. Fall and summer. Kanoy.

EDFO 120 Social Foundations of American Education (3). A study of the historical developments, philosophical theories, and social forces influencing American education. Fall, spring, and summer. Phillips, Unks.

EDFO 121 Seminar in Social Foundations of Education (1). Topics in the social and philosophical context of American public education. Fall. Staff.

EDFO 122 Seminar in Social Foundations of Education (1). Topics in the social and philosophical context of American public education. Spring. Staff.

EDFO 180 Statistical Analysis of Educational Data 1 (4). Descriptive and inferential statistics for educational research, including an introduction to fundamentals of research design and computer data analysis. Fall and summer. Fitzgerald, Ware, and White.

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*Open only to majors in the School of Education or with permission of the Director of Professional Development Schools.

EDFO 190 Educational Applications of Microcomputers (3). An introduction to educational applications of microcomputers, including introductory BASIC programming and an overview of CAI, CMI, word Processing, software evaluation, and teacher utility programs. Prerequisite, permission of the instructor. As demand warrants. Stuck, Ware.

EDFO 199 Independent Study in Human Development and Psychological Services (1-3). May be repeated for a maximum of six hours of credit. Reading and research under the direction of a member of the program whose interests coincide with those of the student. Prerequisite, permission of the instructor. Fall and spring. Staff.

Specialized Professional Education

EDSP 120 Introduction to School Psychology (3). A course designed to provide the student with an introduction to concepts and methods involved in school psychology. As demand warrants. Staff.

EDSP 130 Introduction to Exceptional Children (3). A comprehensive survey of giftedness and of various handicapping conditions, mental retardation, emotional disturbance, learning disabilities, speech impairment, deafness, blindness, orthopedic impairment, and neurological impairment. Fall, spring, and summer. Staff.

EDSP 132 The Gifted Child in School and Society (3). The nature of giftedness and creativity; characteristics of gifted and creative children; approaches to encouraging the development and utilization of their abilities. Spring and summer. Gallagher.

EDSP 135 Psychology of Mental Retardation (3). Study of the research related to the psychological and sociological aspects of educationally handicapping conditions and of the children who manifest those conditions. Fall and summer. Wiegerink.

EDSP 141 Methods of Teaching Speech to the Hearing-Impaired *(SPHS 203)* (3). Reviews general principles of speech development, underlying problems in speech acquisition by moderately to profoundly hearing-impaired individuals, deviant spoken language, and practical and theoretical aspects of evaluating and establishing speech. As demand warrants. Staff.

EDSP 143 Introduction to Communication Disorder *(SPHS 183)* (3). Explores the etiology, epidemiology, assessment, and educational implications of speech and language disorders. Fall, spring. and summer. Lubker.

EDSP 144 Foundations of Phonological and Voice Deviations *(SPHS 184)* (3). First semester of a two-course offering in evaluation, analysis and measurement (assessment), modification of behaviors, breakdown of process in speech disorders, with emphasis on voice and articulation disorders. Prerequisite, SPHS 130 or its equivalent. As demand warrants. Staff.

EDSP 145 Phonetics (3). The recognition, analysis, production, and transcription of the sounds of the English language using the international phonetic alphabet. As demand warrants. Staff.

EDSP 179 Management of Learning Environments (3). Emphasis on affective behavior management and applied behavior analysis techniques for intervening in the environments of exceptional children to increase learning. Fall. Staff.

EDSP 199 Independent Study in Educational Leadership (1-3). May be repeated for a maximum of six credit hours. Prerequisite, permission of the instruction. Reading and research under the direction of a program faculty member. Fall, spring, and summer. Staff.

School of Information and Library Science

Barbara B. Moran, *Dean*

Although the School of Information and Library Science does not have an undergraduate program, one course is offered for undergraduates and the other courses listed below are available to advanced undergraduates (juniors and seniors) space permitting. For specific information about the graduate program requirements, consult the separate catalog of the School of Information and Library Science. Administrative and faculty offices of the School are located in Manning Hall.
NOTE: The prefix for all School of Information and Library Science courses is INLS.

When a co- or prerequisite is listed for a course, it may be assumed that an equivalent course taken elsewhere or permission of instructor also fulfills the prerequisite or corequisite. The course instructor must approve the equivalency of the substitute course.

Course for Undergraduate Students

92 Survey and Evaluation of Materials for Children (3). A survey of book and nonbook materials for children in grades K - 6, designed for prospective teachers enrolled in the program in Early Childhood Education. Steinfirst.

Courses for Graduates and Advanced Undergraduates

102 Introduction to Computing for Information Use (3). Study of the functional capabilities of major classes of microcomputer application software, the computing needs of information agencies, and selected current topics in computing. Losee, Wildemuth.

108 History of Books and Libraries (3). The history of human communication focusing on the origin and development of the book and the origin and development of libraries and librarianship. Holley, Steinfirst.

110 Selected Topics (3). Members of the faculty. Courses offered during 1992-93 include:

110(52) User Information Needs. Solomon.

110(53) Library Automation. Staff.

110(55) Computer Networking. Barker.

110(57) Computer Programming for Information Professionals. Staff.

111 Information Resources and Services I (3). Analysis, use and evaluation of information and reference systems, services and tools with attention to both printed and electronic modes of delivery. Provides a foundation in search techniques for electronic information retrieval, question negotiation, and interviewing. Tibbo.

115 Natural Language Processing *(Computer Science 171)* (3). Prerequisite, Computer Science 14 or 15. Statistical, syntactic, and semantic models of natural language. Tools and techniques needed to implement language analysis and generation processes on the computer. Haas.

120 History of Children's Literature (3). A survey of children's literature in English from the Middle Ages through the nineteenth century. Steinfirst.

122 Young Adult Literature and Related Materials (3). A survey of print and nonprint library materials particularly suited to the needs of adolescents. Steinfirst.

123 Children's Literature and Related Materials (3). Survey of literature and related materials for children with emphasis on 20th-century authors and illustrators. Kingsbury.

131 Management of Information Agencies (3). An introduction to management in libraries and other information agencies. Topics to be studied include planning, budgeting, organizational theory, information sources for managers, staffing, leadership, organizational change, and decision making. Chatman, Daniel.

150 Organization of Information (3). Introduction to the problems and methods of organizing information, including information structures, knowledge schemas, data structures, terminological control, index language functions, and implications for searching. Solomon.

151 Organization of Materials I (3). An introduction to the problems of organizing information and collections of material. Formal systems for cataloging and classifying are studied. Saye.

162 Systems Analysis (3). Introduction to the systems approach to the design and development of information systems. Methods and tools for the analysis and modeling of system functionality (e.g. structured analysis) and data represented in the system (e.g. object oriented analysis) are studied. Haas, Solomon, Wildemuth.

165 Records Management (3). Introduces the principles of records center design, records analysis and appraisal, filing systems, reprographics and forms, reports, and correspondence management. Legal issues and the security of records are also covered. Saye.

181 Network Applications and Resources (3). Prerequisite, INLS 102 or equivalent. Introduction to computer networking concepts and applications. Includes an overview of local area network hardware, topologies, operating systems and applications, as well as an overview of Internet resources and services. Barker.

170 Applications of Natural Language Processing *(Computer Science 170)* (3). Prerequisite, Comp 14 or 15 or graduate standing in Information and Library Science. Study of applications of natural language processing techniques and the representations and processes needed to support them. Topics include interfaces, text retrieval, machine translation, speech processing, and text generation. Haas.

172 Information Retrieval *(Computer Science 172)* (3). Prerequisite, INLS 102, or Computer Science 14 or 15. Study of information retrieval and question answering techniques, including document classification, retrieval and evaluation techniques, handling of large data collections, and the use of feedback. Shaw, Losee.

174 Telecommunications Systems (3). Prerequisite, INLS 102. Digital and analog forms of electronic communication. Design and performance of networks and their relationship to libraries and information agencies. Losee.

176 Information Models (3). An introduction to information science surveying its various representations and information flows and examining major analytical techniques used in the field. Haas.

The School of Journalism and Mass Communication

Richard R. Cole, Ph.D., *Dean*

The School of Journalism and Mass Communication was founded as the Department of Journalism in 1924 and became the School of Journalism in 1950. Forty years later, it assumed its present title.

The school offers a course of study leading to the Bachelor of Arts in Journalism and Mass Communication. Students may begin taking courses as sophomores and concentrate their studies in the junior and senior years.

For 70 years, the school has built an impressive record of service. Through excellent teaching, research, and public service, through its students, faculty, alumni, and friends, the school has been a force in journalism-mass communication education and the mass media of North Carolina and beyond. It is the only school of journalism-mass communication in North Carolina, and in any rating of mass communications schools is virtually always ranked in the top five nationally and sometimes as the top one, period.

Today the 5,000 alumni of the school are active in virtually every aspect of journalism and mass communication. Many are trendsetting newspaper executives. Others hold high positions with international news agencies, magazines, broadcasting companies, and advertising agencies; in public relations, business journalism, photojournalism, graphic design; and in research, government, education, and industry.

The school has an excellent reputation, and relations with the mass media are first-rate. The primary role of the school has been and continues to be the education of young people for professional careers in mass communication in North Carolina and beyond.

Students from across the United States and from many other countries come to Chapel Hill to study journalism and mass communication.

Accredited

The school has been nationally accredited since 1958. In 1978, the school received the first unit-wide accreditation in the country granted by the official accrediting agency, the Accrediting Council on Education in Journalism and Mass Communications. When the school was last accredited in 1991, the national team stated that the school is one of the best in the country. The school is also active in the Association of Schools of Journalism and Mass Communication.

Scholarships, Placement

Several special scholarships are available to journalism-mass communication majors and to students transferring into the school. For information, write the Associate Dean of the School by December 1 for the following academic year.

The school operates its own Placement Service and constantly seeks to fit the right graduating senior - or journalist or someone else in mass communication with years of experience - with the right job. In addition, the school works closely with the mass media throughout North Carolina and in other states on internship programs. All students are strongly encouraged to obtain internships in news-editorial journalism, advertising, photojournalism, graphic design, public relations, broadcast journalism, business, or other areas.

Student Activities

Students are urged to work on The Daily Tar Heel, the student newspaper at UNC-Chapel Hill, or on the student newspaper of the institution they attend for their first two years of college. Experience on other media is encouraged throughout the student's years on campus. Publications include Black Ink and The Phoenix. The UNC Journalist and JAFA News, laboratory publications of the school, serve as excellent print outlets.

Students are also encouraged to join appropriate organizations in journalism and mass communication, including campus chapters of the Society of Professional Journalists, American Advertising Federation, Public Relations Student Society of America, Society of Newspaper Design, Carolina Association of Black Journalists (affiliated with the National Association of Black Journalists), Radio-Television News Directors Association of the Carolinas, and National Press Photographers Association. Membership for men and women is also available in the N.C. Triangle professional chapter of Women in Communication, Inc.

Undergraduate Program

The school prepares men and women for careers in journalism and mass communication by offering an academic program that provides a basic liberal arts education, an understanding of the responsibilities of a free press in a democratic society, and a fundamental knowledge of journalistic and mass communication techniques and substance.

The philosophy that guides the school is that journalists and communicators must understand the political, social, economic, and cultural forces that operate within society. For this reason, students acquire a background in the humanities, social sciences, and natural sciences while preparing themselves for journalism-mass communication careers. About one-fourth of the credit hours earned toward the Bachelor of Arts in Journalism and Mass Communication are in journalism-mass communication (JOMC) courses. The balance of each student's program is expected to provide the broad education necessary for those who plan careers in mass communication.

The school recognizes its responsibility to the state of North Carolina to prepare men and women for positions on newspapers and other media in the state. Its undergraduate program, therefore, includes technique courses in sufficient number to provide its graduates with entry-level skills for reporting, editing, advertising, photojournalism, graphic design, public relations, and other positions on daily and nondaily newspapers, magazines, broadcast stations, and other media.

Admissions

The school is one of the undergraduate units of the University. Others are the General College, the College of Arts and Sciences, the Kenan-Flagler Business School, and the School of Education. Students are enrolled in the General College during their first two years, after which they may transfer to the school or one of the other units. (Students may take JOMC courses in the sophomore year.) School faculty members serve as General College advisers to help freshmen and sophomores select appropriate courses.

Undergraduate admissions to UNC-Chapel Hill are handled by the University's Undergraduate Admissions Office, and requests for information and application forms should be sent to that office. The Undergraduate Admissions Office will also advise students on the proper freshman and sophomore courses to take in preparation for junior-year transfer to Chapel Hill from other campuses. The school will normally accept only six credit hours of journalism-mass communication courses taken at other institutions and requires students to pass exemption exams to receive credit for certain basic courses.

Students are admitted to the school when they attain junior standing and have completed the requirements of the General College on the Chapel Hill campus or have earned grades of C or better in equivalent courses at other recognized institutions.

To qualify for admission from the General College or from another UNC-Chapel Hill department or school, students must have earned an overall quality-point average of 2.4 or better in all course work.

Because the University limits the number of transfer students from other institutions, applicants compete for admission to the school on the basis of quality-point averages and other academic credentials, and on such matters as commitment to a career in journalism or mass communication and letters of recommendation. The final decision on admitting transfer students rests with the Office of Undergraduate Admissions.

All students must pass the school's spelling and grammar examination before enrolling in JOMC 53 or JOMC 171. The examination will be given a number of times each year. Off-campus transfer students will take the examination during orientation.

Pre-Transfer Advising

Students are urged to visit the school in the freshman or sophomore year to meet with faculty members and plan a sound foundation for their professional program. Pre-journalism-mass communication students are also invited to participate in activities of the school.

Students may take JOMC 53 in the first semester of their sophomore year - provided they have passed the school's spelling and grammar examination. Sophomores who have completed appropriate prerequisites, if any, may also take JOMC 54, 56, 57, 58, 80, 85, 101, 111, 112, 120, 130, 140, 141, 144, 146, 160, 164, 170 and other courses. Students in the advertising sequence should take JOMC 170 in their sophomore year or as soon as possible in their junior year.

Special Requirements

Because students must use computers to complete assignments - often under deadline conditions - they must have good keyboard skills at the time of admission to the school. It is useful, although not essential, that students be familiar with word-processing software.

Students are expected to have a solid foundation in spelling, grammar, punctuation, and other writing skills before they enter the school. In line with these expectations, the school requires that students score at least 60 percent on a spelling and grammar examination before they take JOMC 53, "Newswriting," or JOMC 171, "Advertising Copywriting." Further, students must score at least 70 percent on the spelling and grammar examination as a condition for graduation. The examination is administered several times a semester and during the summer. Spelling and grammar scores become part of the students' records.

Internship Programs

Although the school awards no academic credit for internships, all students are strongly encouraged to obtain internships - primarily in the summer - because they provide invaluable professional experience. News-editorial, advertising, photojournalism, graphic design, broadcast news, public relations, business, and other internships are possible. Many newspapers in North Carolina and other states send editors or other executives to the school to interview students for internships.

The practicum course (JOMC 55) offers students an opportunity to do supervised professional work during a regular semester for 3 hours of credit. The school gives no credit for full-time summer internships; students should receive salaries for such work.

When Special Studies 91P or other courses are an internship, the credit does not count toward a major in journalism-mass communication. Prior permission is required from the school for other special studies courses.

Honors Program

An honors program is available to students who have demonstrated their ability to perform distinguished work. Admission to the honors courses (98 and 99) is based upon an average of 3.5 or better in the major and overall, recommendation by a faculty member in the school, and approval by the director of the honors program. Students successfully completing the program are graduated "with honors" or "with highest honors." Honors students must take more than the minimum of 27 required credits in journalism-mass communication.

Degree Requirements

Sequences and Double Majors

A sequence in the school is a concentration in news-editorial journalism, broadcast journalism, visual communication, public relations or advertising. (The visual communication sequence has options for photojournalism or graphics.) Each sequence has some courses that are required specifically. Some courses are required for all majors in the school.

Students gain no particular advantage in concentrating in more than one sequence, and they may change to another sequence as long as the requirements can be met without exceeding the maximum credit hours in JOMC courses.

Students may double major by meeting all requirements for the major in the school and in virtually any field in Arts and Sciences. The degree earned is a B.A. in Journalism and Mass Communication. The records of any major or double major must be in the School of Journalism and Mass Communication. Double majors are noted on the transcript but not on the diploma. Earning a second major does not require approval of the other department. Sequences are not noted on the transcript or diploma.

UNC-Chapel Hill Degree Requirements

Undergraduates must meet the following general requirements for graduation:

A distribution of courses during the first two years that meets General College requirements.

The perspective courses required at both the freshman-sophomore and junior-senior levels. (JOMC majors may take the junior-senior perspective courses Pass-D-Fail if they wish.)

A minimum of 120 credits (not including physical education activity courses) with a quality point average of 2.0.

Journalism-Mass Communication Requirements in All Sequences

Students must complete a minimum of 27 credits in journalism-mass communication with a quality-point average of 2.0 or better. A grade of D in a journalism-mass communication course required in a sequence will not be counted in the minimum number of journalism-mass communication credits required for graduation.

Of the basic 120 hours for graduation, at least 90 hours must be outside journalism-mass communication Within these 90 hours, at least 65 must be in Arts and Sciences. Beyond the basic 120 hours for graduation (not counting the 1-hour P.E. activity courses), students may take as many JOMC courses as they like. The minimum number of JOMC credits required is 27, and students are strongly encouraged to take more. (Honors students must take more than 27.) Please note: JOMC 55 may not be counted in the minimum of 27 credit hours required in journalism-mass communication for graduation; it must be beyond that.

A score of at least 70 percent on the school's spelling-and-grammar examination is required for graduation.

News-Editorial Sequence Requirements

Four courses are required:

JOMC 53 (4 credits), Newswriting
JOMC 54 (3), Reporting
JOMC 57 (3), News Editing
JOMC 164 (3), Introduction to Mass Media Law and Ethics

In addition, students must take at least two courses (including at least one course at the 100-level) from among the following craft courses: 56, 58, 80, 85, 154, 156, 157, 180, 181, 185, 186, 191 (when it is a craft course). In addition, students must take at least two courses from among the following conceptual courses: 101, 140, 141, 144, 146, 160, 165; 120, 130, 170, 191 (when it is a conceptual course). At least one must be selected from the first six courses.

Students in the news-editorial sequence must fulfill certain requirements in courses outside the school. They must take a supporting program of at least 3 credits in each of the following areas:

State and Local Government
U.S. Government and Politics
Recent U.S. History
Sociology
Psychology
Economics

Students must also take an outside concentration or minor of at least 9 credits (beyond General College requirements) in a single subject matter area, including, but not limited to: economics, political science, history, sociology, psychology, English, any natural or social science or foreign language, any fine arts area, computer science, business administration, or other discipline.

Broadcast Journalism Sequence Requirements

Students in the broadcast journalism sequence must take the following required courses:

JOMC 53 (4), Newswriting
JOMC 54 (3), Reporting
JOMC 57 (3), News Editing
JOMC 164 (3), Introduction to Mass Media Law and Ethics
JOMC 73 (3), Introduction to Broadcast Journalism

Students in the broadcast journalism sequence must take the same supporting program and outside-concentration requirements as in the news-editorial sequence, as well as at least two courses from among these courses: 101, 140, 141, 144, 146, 160, 165; 120, 130, 170, 191 (when it is a conceptual course). At least one must be selected from the first six courses. JOMC174 (Advanced Broadcast News Reporting), would be highly desirable as an elective.

Visual Communication Sequence Requirements

Students in the visual communication sequence must take the following five core courses:

JOMC 53 (4), Newswriting
JOMC 54 (3), Reporting or
JOMC 57 (3), News Editing
JOMC 80 (3), Beginning Photojournalism
JOMC 85 (3), The World of Graphic Design
JOMC 164 (3), Introduction to Mass Media Law and Ethics

In addition, students must take at least one course selected from the following: 101, 140, 141, 144, 146, 160, 165.

Students in the visual communication sequence must take the same supporting program and outside concentration requirements as in the news-editorial sequence.

Graphics Option

Students wanting a career path in graphics must take the following courses in addition to the above:

JOMC 185 (3), Publication Design and Information Graphics
JOMC 186 (3), Specialized Studies in Graphic Design

Photojournalism Option

Students wanting a career path in photojournalism must take the following courses in addition to the above:

JOMC 180 (3), Advanced Photojournalism
JOMC 181 (3), Documentary Photojournalism

Public Relations Sequence Requirements

Students in the public relations sequence must take the following required courses:

JOMC 53 (4), Newswriting
JOMC 54 (3), Reporting
JOMC 57 (3), News Editing
JOMC 130 (3), Principles of Public Relations
JOMC 131 (3), Case Studies in Public Relations
JOMC 164 (3), Introduction to Mass Media Law and Ethics

In addition, students must take at least one of the following courses: 54, 56, 58, 73, 80, 85, 132, 154, 156, 157, 180, 181, 185, 186, and 191 (when it is a craft course). In addition, students must take at least one of the following courses: 101, 140, 141, 144, 146, 160 and 165. JOMC 170 is highly desirable as an elective.

Students in the public relations sequence must meet the same supporting program and outside-concentration requirements as in the news-editorial sequence. In addition, they should select courses outside the school in consultation with their advisers, to fulfill the recommendations of the Commission of Public Relations Education of the Association for Education in Journalism and Mass Communication, the Public Relations Society of America, the

International Association of Business Communicators, and the Foundation for Public Relations Research and Education.

Advertising Sequence Requirements

Three courses are required:

JOMC 53 (4), Newswriting
JOMC 164 (3), Introduction to Mass Media Law and Ethics
JOMC 170 (3), Principles of Advertising

In addition, students must also take at least four of the following courses: 171, 172, 173, 175, 176, 178, 179 and 191 (when the topic is advertising). Also, at least one course must be taken from the following courses: 101, 140, 141, 144, 146, 160 and 165.

Business Administration 160 is not required, but all students who plan careers in advertising should take it. It is highly recommended.

Students must also fulfill certain requirements in courses outside the school. They must take a supporting program of at least 3 credits in each of the following areas:

Recent U.S. History
Economics
Psychology
Sociology

Advertising students must also take an outside concentration or minor of at least 9 credits (beyond General College requirements) in a single subject area, including, but not limited to: economics, political science, history, sociology, psychology, English, any natural or social science or foreign language, any fine arts area, computer science, business administration, or other discipline.

Technical Writing Minor

The school offers a minor in technical writing to non-JOMC students that is intended to supplement the knowledge they gain in their major subject area. It is designed to meet the needs of students who wish to prepare for employment opportunities in technical writing. Technical writers are often responsible for taking information compiled by scientists, engineers and managers and putting it into readable documents intended for a range of audiences. Examples of technical writing assignments might include preparing research reports for a pharmaceutical company or user manuals for a computer company.

Admission to the technical writing minor is by application, and forms are available in the School of Journalism and Mass Communication (100 Howell Hall) and the Department of English (208 Greenlaw).

Four specified courses and one elective are required for the minor:

Required courses:

JOMC 53 News Writing
JOMC 59 Technical and Scientific Editing
JOMC 85 The World of Graphic Design
ENGL 33 Scientific Writing

One elective course chosen from:

BIOL 8 Biology and Man
BIOL 10 Plants and Life
BIOL 11 Principles of Biology
BUSI 150 Organizational Behavior
CHEM 11 General Descriptive Chemistry I
COMP 14 Introduction to Programming
ENVR 51 Environmental Protection
PHYS 20 Basic Concepts of Physics
PHYS 21 Frontiers of Physics
PHYS 37 Science and Society
PHYS 38 Energy
PHYS 39 Science and the Arts

Students must satisfy the prerequisite for JOMC 53: a score of at least 60 percent on the school's spelling and grammar examination. That examination is given on several occasions listed on a schedule posted in the school office in 100 Howell.

An internship experience is a vital part of the technical writing minor, and internship opportunities with firms in the Research Triangle area can be sought through the placement service of the School of Journalism and Mass Communication, 109 Howell Hall. Students should not seek an internship, however, until they have completed JOMC 53 and ENGL 33.

Graduate Studies

The school also offers a major in journalism-mass communication leading to the M.A. in mass communication degree in the Graduate School. In addition, the school is the administrative center for the Ph.D. degree in Mass Communication. JOMC graduate courses may be used as minor or supplementary courses for the M.A. and Ph.D. in other fields. For further information on the undergraduate or graduate program, write to the Dean of the School of Journalism and Mass Communication for the separate journalism bulletin.

School of Journalism and Mass Communication Curriculum

Some Journalism-Mass Communication courses require permission of the instructor or the school. Students should check in the school office for current requirements.

Courses for Undergraduates

11 The World of Mass Communication (3). Overview of mass communication's vital role in society with discussion of media institutions, theories, practices, professional fields, and effects on society, groups, and individuals. Johnston, staff.

53 News Writing (4). Prerequisites, sophomore standing; passing grade on the school's spelling and grammar examination; ability to type; permission of school. Study of elements of news stories, writing of leads, organization and writing of various types of news stories. Staff.

54 Reporting (3). Prerequisite, JOMC 53. Exercise in news gathering, interviews, and writing news for print media. Staff.

55 Mass Communication Practicum (3). Prerequisite, JOMC 53 or permission of instructor. Students work with area media and advertising and public relations firms and meet weekly for consultation and evaluation by the faculty adviser. May be taken Pass-Fail only. Shumaker.

56 Feature Writing (3). Prerequisite, JOMC 53. Instruction and practice in writing feature articles for newspapers and magazines. Staff.

57 News Editing (3). Prerequisite, JOMC 53. Study and practice in copyreading, headline writing, proofreading; with attention given to printing terminology, page makeup, type structure, computer use in editing, and analysis of newspapers. Staff.

58 Editorial Writing (3). Prerequisite, JOMC 53. Practice in writing editorials for daily and nondaily newspapers. Shumaker.

59 Technical and Scientific Editing (3). Prerequisite, JOMC 53 and permission of instructor. Copyreading and proofing of scientific and technical materials, including line editing, substantive editing. Collaboration with writers to reshape and revise manuscripts. Staff.

73 Broadcast Journalism (3). Prerequisite, JOMC 53 and permission of instructor. Analysis of broadcast journalism; theory and practice in communicating news in oral and visual modes. Bittner, staff.

80 Beginning Photojournalism (3). Students photograph general news events, sports, features and other standard newspaper subjects while learning the basic visual and technical aspects of photojournalism. Beckman, staff.

85 The World of Graphic Design (3). Principles and practices of design, typography, graphics and production for visual communication for print and electronic media. Computer graphics and pagination. Anthony.

97 Individual Study (3). Permission of instructor. An individual readings and problems course to be directed by a faculty member in whose field of interest the subject matter lies. Staff.

98 Introductory Honors Course (3). Permission of instructor. Required of all students reading for honors in journalism. Shaw.

99 Honors Essay Course (3). Permission of instructor. Required of all students reading for honors in journalism. Shaw.

Courses for Graduates and Advanced Undergraduates

101 The Mass Media and U.S. History (3). An examination of the development of the mass media in the context of U.S. history. Emphasis is on major developments and trends within a chronological framework. Shaw, Blanchard.

102 Journalism Education in High School (3). Prerequisite, graduate standing. Readings, discussion, projects fostering excellence in teaching journalism-mass communication in the high school, from philosophy and practice to professional skills. Staff.

111 Minorities and Communication (3). An examination of racial stereotypes and minority portrayals in U.S. culture and communication. Emphasis is on the portrayal of Native Americans, African-Americans, Hispanics, and Asian-Americans in the mass media. Amana.

112 The Black Press and U. S. History (3). A chronological survey of the African-American press in the United States since 1827. Emphasis is on key people and issues during critical areas in the African-American experience. Amana.

115 Women and Mass Communication (3). An examination of women as media producers, subjects, and audiences with a focus on current practices and possibilities for change. Johnston, Brown.

120 Community Journalism (3). Prerequisite, JOMC 53. Detailed study of the community press in North Carolina, including policies, procedures, and problems of the entire operation of community newspapers. Staff.

130 Principles of Public Relations (3). Prerequisite, JOMC 53. Internal and external public relations concepts and practices for businesses and other organizations, with emphasis on identification and analysis of their publics and design, execution and assessment of appropriate communication as strategies. Reuss, Straughan.

131 Case Studies in Public Relations (3). Prerequisite, JOMC 130. Analysis of public relations practices, including planning, communication, evaluation exercises; management responsibilities. Reuss, Straughan.

132 Public Relations Writing (3). Prerequisites, JOMC 53 and 130. Education and practice in communication skills required of public relations practitioners. Straughan, staff.

140 Current Issues in Mass Communication (3). Analysis of the interrelationships between United States mass media and the society that they serve. Brown, Walden.

141 Professional Problems and Ethics (3). Intensive study of professional and ethical issues and problems facing the mass media and their employees in relation to modern society. Meyer, staff.

144 Censorship (3). Its history, conflicting philosophies and practice through politics, government, ethnicity, religion, pressure groups, the media and the law with emphasis on events and personalities. Stone.

146 International Communication and Comparative Journalism *(Political Science 146)* (3). Development of international communication; the flow of news and international propaganda; the role of communication in international relations; communication in the developing nations; comparison of press systems. Stevenson.

154 Advanced Reporting (3). Prerequisites, JOMC 53 and 54. Rigorous, in-depth instruction and critiques of students' news and feature assignments done with different reporting methodologies: interviewing, official records, direct and participant observation, and survey research (the Carolina Poll). Meyer, staff.

156 Magazine Writing and Editing (3). Prerequisites, JOMC 53 and 57. Instruction and practice in planning, writing, and editing copy for magazines. Reuss, Stone.

157 Advanced Editing (3). Prerequisite, JOMC 57. Concentration on the editing and display of complex news and features stories and other print media content with a significant emphasis on newspaper design and graphics. Cloud, staff.

160 Freedom of Expression in the United States (3). An examination of the development of freedom of expression in the United States within the context of the nation's history. Blanchard.

164 Introduction to Mass Communication Law and Ethics (3). Introduction to press freedom and the First Amendment, including libel, privacy, access to information, free press-fair trial, advertising and broadcast regulation, journalistic privilege, prior restraint. Bittner, Walden, Packer.

165 Process and Effects of Mass Communication (3). Mass communication as a social process, incorporating literature from journalism, social psychology, sociology, political science, history. To acquaint students with factors in message construction, dissemination and reception by audiences. Shaw, Brown.

170 Principles of Advertising (3). A survey of the economics, psychology, philosophy, and history of advertising, with particular reference to research bases, copy, layout, media planning, production and testing of advertisements. Biocca, Bowers, Shaver, Sweeney.

171 Advertising Copy and Communication (3). Prerequisites, JOMC 53, JOMC 170 or equivalent, permission of the school. Application of findings from social science research; social responsibility of the copywriter and advertiser; preparation of advertisements for the mass media; research in copy testing. Biocca, Sweeney.

172 Advertising Media (3). Prerequisites, JOMC 53, JOMC 170 or equivalent. The media-planning function in advertising for both buyers and sellers of media; the relationships among media, messages, and audiences; computer analysis. Bowers, Shaver, Zhao.

173 Advertising Campaigns (3). Prerequisites, JOMC 53, JOMC 171 or 172. Planning and executing advertising campaigns; types and methods of advertising research; the economic function of advertising in society. Lauterborn.

174 Advanced Broadcast News Reporting (3). Prerequisite JOMC 73 and permission of the instructor. Examination and application of in-depth broadcast news reporting techniques, especially investigative reporting, special events coverage, and the documentary. Students film and produce radio and television programs of actual news events. Staff.

175 Concepts of Marketing (3). Designed for students anticipating careers in advertising, public relations, or related areas, this course teaches the vocabulary and basic concepts of marketing as it will be practiced, emphasizing the role of mass communication. Lauterborn.

176 Advanced Advertising Copywriting (3). Prerequisites, JOMC 53, JOMC 170 or equivalent, JOMC 171 and permission of the instructor. Rigorous, in-depth instruction and critiques of student advertising writing. Sweeney.

178 Retail Advertising (3). Prerequisites, JOMC 53, JOMC 170 or equivalent. Principles and practices of retail advertising in all media, with emphasis on selling, writing and layout of retail advertising for the print media. Bowers, Shaver.

179 Advertising Research (3). Prerequisites, JOMC 53, JOMC 170 or equivalent. Detailed study and application of advertising research methods, including focus groups, copy testing, audience research, and evaluation. Biocca, Bowers, Zhao.

180 Advanced Photojournalism (3). Prerequisite, JOMC 80, and JOMC 53 or take 53 concurrently. Advanced course in black and white photojournalism concentrating on the newspaper and magazine picture story, advanced camera and darkroom techniques, and picture editing. Beckman.

181 Documentary Photojournalism (3). Prerequisite, JOMC 180. Students will study and produce work on the social documentary tradition of photojournalism. Beckman.

185 Publication Design and Information Graphics (3). Prerequisites, JOMC 85 and JOMC 53 or take 53 concurrently. Detailed study and application of graphic design techniques in advertising, corporate communication, magazines, newspapers and information graphics. Conceive and execute numerous finished layouts, and graphics. Anthony.

186 Specialized Studies in Graphic Design (3). Prerequisite, JOMC 185. Intensive readings, discussion and practice in graphic design. Student selects concentration from advertising, corporate communication, magazine or newspaper design, or information graphics. Produces finished works for competitions or publication. Anthony.

191 Proseminar in Contemporary Mass Communication (1 - 3). Small classes on various aspects of journalism-mass communication with subjects and instructors varying each semester. Staff.

Summer School

James L. Murphy, *Ph.D., Dean*

The University of North Carolina at Chapel Hill established what was possibly the first Summer School in America in 1877. It enrolled 235 students in courses over ten disciplines. Women were first admitted into University courses during this summer session. Students came from 42 N.C. counties and several neighboring states. By 1925, records indicate that 19,983 students had enrolled in Summer School. Since 1907 the University has continued annually to provide a wide offering of summer academic opportunities to the people of North Carolina and other residents in this country and abroad. From 1934 to 1987 these programs were administered by the Office of Summer Sessions. The traditional name of Summer School was reinstated in 1988.

The College of Arts and Sciences as well as many of the professional schools offer summer courses for both undergraduates and graduates. The same faculty which makes this university one of the nation's best teach these courses, assisted by visiting professors who are specially recruited by certain departments for this purpose.

The Summer School Dean and staff coordinate the course offerings and the contracting of the summer faculty with the assistance of faculty liaisons and administrative assistants in each academic unit represented. The Summer School is responsible for the advertising, publications, budgeting, student services, and administration of the summer program and the application, admission, and registration of all visiting summer students.

Mission and Goals

Summer School is central to the teaching mission of the University. The summer term is one of the three terms during which the campus is open for formal instruction. Summer courses are of comparable quality and provide the same credit as corresponding courses in the fall or spring term.

When students have problems in the fall/spring terms getting courses they need or have to make choices between courses, summer provides a time when the course can be taken. This relieves pressure on the academic year, creates opportunities for enhancement of students' programs and increases student access to courses in nonmajor fields and other schools.

Because some subjects are best learned in an intensive and concentrated way, summer provides a time when students can focus on a single field. This is particularly useful for some laboratory experiences, concentrated arts courses, and foreign languages. Some curricula require field study or research projects and summer uniquely allows time for these studies.

The summer program is also one of the key ways the campus reaches out to those, especially public school teachers, who can benefit from what the University has to offer. Finally, summer is a time for faculty members to develop and experiment with new courses and teaching models which later can be offered during the academic year as well.

During the summer both faculty and students can concentrate on one or two courses without interruptions of other administrative, academic, and social events which exist during the year. The total number of students is fewer in the summer and the mix includes a higher proportion of nontraditional, visiting, or minority students than during the academic year. Since class sizes are smaller and classes meet daily, students experience more interaction with faculty and each other.

Academic Programs

The Summer School has two sessions of five and one-half weeks each and a special session that includes short courses, institutes, workshops, etc., with various beginning and ending dates. In recent years, about 900 different sections of courses have been offered each summer to about 6,500 students in the first session and 5,200 in the second. The available courses include many which satisfy the General College or Arts and Sciences general education perspective requirements. Twelve semester hours of credit would typically be earned by a full-time summer student over both summer sessions. Many students take fewer hours or attend only one session. The total credit hours earned by students in the summer term approaches 55,000.

In recent summers, enrolled students have come from all 100 counties in North Carolina, all fifty states, plus the District of Columbia, Puerto Rico, the Virgin Islands, and over 50 foreign countries.

Special Programs

The special sessions provide an opportunity for faculty and students to share a learning experience which is not otherwise possible. Offerings include about 35 courses with various beginning and ending dates. Some field courses and School of Law courses are extended beyond the usual first session length. Courses taught especially for public school teachers begin after mid-June when the public schools end their term. Other institutes and workshops offered for credit operate on a concentrated schedule including foreign language institutions. Some courses are only offered in the special sessions and not offered during the fall or spring term.

The Summer School Abroad program also is available during the summer as an opportunity for study abroad in regular UNC-Chapel Hill courses taught by regular UNC-Chapel Hill faculty who accompany the students. The courses have considerably higher fees to cover various components of the foreign experience. Typical total costs for 3-4 week programs offering 6 credit hours is $2,500 - $3,500. Contact the Summer School for information on the expected Summer School Abroad program. Registration begins in October and runs through spring break. Spaces are limited.

Course sizes vary from ten to sixty, and locations from England to Greece. Faculty who offer such courses like to teach, enjoy association with students, and have some personal motivation to travel (usually a research oriented need to be on location), to study, and to make professional contacts.

Student Services

The Summer School coordinates and distributes information on the summer course offerings for credit in all units of Academic Affairs. Tentative schedules are available for perusal in the Summer School about mid-December. A complete Summer School Catalog and Directory of Classes is published in March. Regular UNC-Chapel Hill students who need information on summer courses and preregistration should usually contact their advisers, dean, or the relevant academic department. These students, however, and all others, are welcome to make inquiries at the Summer School, which acts as the information center for regular credit courses to be offered by the division of academic affairs during the summer term.

A potential visiting student can obtain information, catalog, and application from the Summer School, CB# 3340, 200 Pettigrew Hall, Phone: (919) 966-4364. The Summer School admits, advises, and registers visiting students. The Dean of the Summer School acts as the dean for these students to approve any schedule adjustments and to represent their interests in other academic and administrative matters.

Summer School students have available for their use the usual campus facilities enjoyed by students in the fall and spring semesters, such as the libraries, computer labs, and athletic facilities. Information on university housing and on dining plans is available in March. The Carolina Union, Carolina Intramural coed recreational sports, and The Summer Tar Heel function regularly during the summer to provide various events and information.

Division of Health Affairs

School of Dentistry

John W. Stamm, D.D.S., D.D.P.H., M.S.D., *Dean*

D.D.S. and Advanced Education Programs - The School of Dentistry offers a program leading to a Doctor of Dental Surgery degree. In addition, twelve postdoctoral programs leading to a certificate or Masters degree are offered. For additional information, contact **Admissions Office, School of Dentistry, The University of North Carolina at Chapel Hill, CB# 7450, Chapel Hill, N.C. 27599-7450.**

Allied Dental Education Programs - The School of Dentistry offers courses of study leading to a baccalaureate degree or certificate in Dental Hygiene. In addition, a Dental Hygiene Education program is offered through a master's course of study which prepares dental hygienists for teaching careers in dental hygiene programs. Basic requirements for the dental hygiene program follow. A noncollege level certificate program in dental assisting also is offered. Additional information can be obtained from the School of Dentistry catalog and from the director of Allied Dental Education Programs.

The Curriculum for Dental Hygiene

Joyce W. Jenzano, B.S., M.S., *Director of Allied Dental Education Programs*

Bachelor of Science in Dental Hygiene

The School of Dentistry offers a program of study leading to the Bachelor of Science degree in Dental Hygiene. Courses of study provide comprehensive educational experiences to qualify individuals for the practice of dental hygiene in accordance with the current and changing demands for health services, and in accordance with the laws and ethics pertaining to practice. This curriculum is administered with the flexibility necessary to accommodate the varying special interests and career goals of individual students. Upon satisfactory completion of the required program of study, the student is eligible for licensure examination at state and national levels. Graduates are eligible for admission to graduate programs in Dental Hygiene Education, Public Health, and other allied areas.

Students may be admitted for dental hygiene study after two years of college work, provided they meet requirements of the University and the Curriculum for Dental Hygiene. Personal interviews may be requested. To assure proper planning for admission, students should maintain close contact with the program director.

Dental hygiene certificate and associate degree graduates from other accredited institutions may qualify for admission as postcertificate degree candidates, provided they meet the entrance requirements of the University and the Curriculum for Dental Hygiene. Acceptable scores on the National Board Dental Hygiene Examination must be presented to receive credit for professional courses. Personal interviews may be requested.

Enrollment is limited and students are accepted on a competitive basis. Freshman admission to the University does not guarantee admission into the dental hygiene curriculum. Selections are based on scholastic standing, character, personal fitness, and sincere interest in dental hygiene as a professional career. Residents of North Carolina receive preferential consideration for admission.

Prior to being admitted and enrolled, all students will be required to present evidence of satisfactory completion of the predental hygiene courses prescribed herein. The schedule of academic work includes: ***Preadmission Requirements:*** English 11, 12; Mathematics 10 plus one additional math course (preferably Statistics 11); Chemistry 11-11L, 21-21L or Biochemistry 7, 8; Psychology 10; Sociology 10 or 11; Speech 52 or 33; Physical Education (2 courses); Foreign language and perspective course requirements.

Dental Hygiene Requirements: Cell Biology 41; Bacteriology 51 or 55; Biochemistry and Nutrition 40; General Physiology; Dental Anatomy-Physiology; Dental Radiology; Preclinical and Clinical Dental Hygiene (4 courses); Histology; Periodontology; General and Oral Pathology; Dental Pharmacology; Dental Materials and Techniques; Dental Health Education; Community Dental Health; Oral Microbiology; Special Care in Dentistry; a dental hygiene elective; and a Dental Hygiene Practicum in one of the following fields of concentration: Dental Public Health, Geriatric Dentistry; Hospital Dentistry, Oral Biology, Pediatric Dentistry; or Periodontics.

Certificate in Dental Hygiene

Students may be admitted to the program without junior standing after completion of English 11 and 12, Chemistry 11, 11L and Chemistry 21, 21L (or Biochemistry 7 and 8), Psychology 10, Sociology 10 or 11, and Speech 52 or 33. After completion of the basic professional program, a Certificate in Dental Hygiene is awarded. Continued enrollment to complete the BS degree requirements is the option of the student.

Predental hygiene course work taken at other institutions should be approved in advance by the Office of Undergraduate Admissions. Other questions concerning the program should be directed to: **Director of Allied Dental Education Programs, School of Dentistry, The University**

of North Carolina at Chapel Hill, CB# 7450, 367 Old Dental Bldg., Chapel Hill, NC 27599.

School of Medicine

Stuart Bondurant, M.D., *Dean*

Department of Medical Allied Health Professions

David E. Yoder, Ph.D., *Chairman*

A part of the School of Medicine since 1973, the department offers graduate, undergraduate and certificate level preparation in seven health professions. Baccalaureate degrees are offered in Clinical Laboratory Science, and Radiologic Science. In addition, certificate programs are offered in Cytotechnology, Nuclear Medicine, and Radiation Therapy.

The Division of Speech and Hearing Sciences, a graduate program, offers courses for students anticipating graduate education in speech and hearing.

A course entitled Introduction to the Health Professions (MAHP 40) is offered by the Department. MAHP 40 is a one hour general elective Pass/Fail survey course providing an overview of the health related professions for which UNC-Chapel Hill offers training. The course informs students of the educational preparation, roles and functions, and career development in over twenty professional areas ranging from Biostatistics to Speech and Hearing Sciences.

Basic information on the bachelor of science degree programs following and additional information can be obtained from the School of Medicine and from the program directors.

Division of Clinical Laboratory Science

(Formally Division of Medical Technology)
Susan J. Beck, Ph.D. CLS(NCA), *Director*

Clinical laboratory scientists, also called medical technologists, are the members of the health care team responsible for providing medical laboratory information and services. Clinical laboratory scientists perform a variety of laboratory tests, assure the quality of the test results, and correlate the data obtained. They play an essential role in the diagnosis and treatment of disease.

Clinical laboratory scientists perform tests in each of the following clinical laboratory areas: chemistry, hematology, microbiology, immunology/serology and blood bank.

The majority of clinical laboratory scientists are employed in hospital laboratories. Clinical laboratory scientists also work in commercial laboratories, physicians' office laboratories, research institutes and forensic laboratories. Clinical laboratory scientists may be employed as technical or sales representatives for corporations.

The first two years of courses are taken in the General College (or equivalent elsewhere). In the third and fourth years, students take courses in immunology, hematology, microbiology, clinical chemistry, and immunohematology in the School of Medicine. Senior clinical laboratory rotations are completed in the laboratories at the University of North Carolina Hospital. Upon successful completion of the curriculum, students are awarded a Bachelor of Science Degree and are eligible to take national examinations to become certified clinical laboratory scientists or medical technologists. A certificate is also awarded by the Division of Clinical Laboratory Science and the UNC Hospital.

Students are selected on the basis of science and math prerequisite courses, grades, written application, interviews, and letters of recommendation. Because enrollment is limited, students are encouraged to begin the application process early in the fall preceding the year of enrollment.

The following specific courses are required for admission into the clinical laboratory science program: Biology: 11-11L, 1 additional course with laboratory: 45, 63L is recommended; Chemistry: 11-11L, 21-21L, 61, 41-41L; Math: If entered the University prior to May, 1990: Two math courses from the following: Math 30, 31 or Stat 11; if entered the University after May, 1990: One math course from the following: Math 30, 31 or Stat 11; and all general education requirements including foreign language, physical education, English and General College perspectives.

For additional information, contact the **Division of Clinical Laboratory Science, Medical School Wing E, CB# 7145, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599 (919) 966-3011.**

Course Descriptions

51 Biochemistry (3). Physiologicial biochemistry of the basic metabolic pathways and alterations in selected diseases. Fall. LeGrys.

52 Hematology I (2). Introduction to the science of hematology. Topics include origin and development of cellular elements and biochemistry, physiology, and pathology of erythrocytes and platelets. Fall. Laudicina.

52L Hematology I Laboratory (1). Microscopic evaluation of normal and abnormal erythrocyte morphology. Clinical laboratory assays for evaluation of erythrocytes. Fall. Zwadyk and Laudicina.

53 Immunology (3). Basic immunology and serology. Innate and immune body defenses. The development and properties of cellular and humoral elements and their alterations in pathological and other conditions. Fall. Cronenberger.

53L Immunology Laboratory (1). Laboratory evaluation of body defenses and correlation with disease states. Clinical serological analyses include examples of basic techniques and correlation with immunity. Thornton and Cronenberger.

54 Microbiology I (3). Study of the life cycles and the infective mechanisms of the human parasites. Pathology of parasitic infections and public health considerations. Fall. Hilger.

54L Microbiology I Laboratory (1). Clinical laboratory diagnostic methods for human parasitic infections. Microscopic morphology of parasites and their various life cycle forms. Fall. Zwadyk and Hilger.

55 Clinical Laboratory Analysis (2). Introduction to laboratory math, instrumentation and basic techniques. Includes urinalysis and body fluid analysis. Fall. Beck, LeGrys, Thornton.

55L Clinical Laboratory Analysis Laboratory (1). Introduction to the basic skills associated with the clinical laboratory. Includes instrumentation, urinalysis and body fluid analysis. Fall. Thornton, Beck, LeGrys.

59 Clinical Laboratory Computer Science (1). Operation, laboratory setting, interfacing, clinical laboratory educational applications and evaluation, and use of commercial hardware and software. Spring. Cronenberger.

60 Clinical Chemistry (3). An introduction to the methods of analysis used in the clinical chemistry laboratory. Emphasis on the correlation of chemistry laboratory values with disease states. Spring. LeGrys.

60L Clinical Chemistry Laboratory (2). Performance of clinical laboratory assays for significant biochemical molecules. Principles of analysis, quality control and basic laboratory instrumentation are presented. Spring. Thornton and LeGrys.

61 Microbiology II (2). A comprehensive course describing bacteria which infect man. Correlation of diseases and pathological mechanisms of bacteria. Spring. Hilger.

61L Microbiology II (2). Laboratory sessions provide practical experience in clinical identification of bacteria. Spring. Zwadyk and Hilger.

62 Immunohematology (3). Introduction to blood group serology with an emphasis on the major systems, pretransfusion testing, and antibody identification. Spring. Beck.

62L Immunohematology Laboratory (2). Laboratory techniques for red cell typing, antibody identification, and pretransfusion testing. Spring. Thornton and Beck.

63 Clinical Laboratory Education (2). Introduction to the basic principles of clinical laboratory education, to include writing objectives, selecting learning format, developing test items and clinical teaching. Spring. Beck and LeGrys.

65 Hematology II (2). Origin and development of leukocytes, coagulation system and hemostasis. Their physiology, biochemistry, and alterations in various diseases and conditions. Spring. Laudicina.

65L Hematology II Laboratory (1). Microscopic evaluation of normal and abnormal leukocyte morphology. Clinical laboratory assays for evaluation of leukocytes and for evaluation of the coagulation systems. Spring. Zwadyk and Laudicina.

71 Clinical Chemistry Practicum (6). Hospital laboratory rotation in clinical chemistry. Fall and spring. LeGrys.

82 Clinical Hematology Practicum (4). Hospital laboratory rotation in clinical hematology. Fall and spring. Laudicina

83A & B Survey of Pathology I (1). Introduction to pathology emphasizing relationship to clinical laboratory medicine. Fall and spring. Hilger.

84 Clinical Microbiology Practicum (7). Hospital laboratory rotation in clinical microorganisms. Fall and spring. Hilger.

85 Clinical Urinalysis Practicum (1). Hospital laboratory rotation in clinical urinalysis. Fall and spring. Beck.

86 Clinical Immunology Practicum (2). Hospital laboratory rotation in clinical immunology. Fall and spring. Cronenberger.

88 Clinical Coagulation Practicum (2). Hospital laboratory rotation in clinical coagulation. Fall and spring. Laudicina.

89 Clinical Immunohematology Practicum (4). Hospital laboratory rotation in clinical immunohematology. Fall and spring. Beck.

92A & B Clinical Electives (1). Hospital laboratory rotation in an area of interest. Fall and spring. Zwadyk.

179 Clinical Laboratory Management (2). Introduction to the basic principles of management as it relates to laboratory administration. Spring. Laudicina.

Division of Radiologic Science

Joy Renner, *Director*

Bachelor of Science in Radiologic Science

The School of Medicine offers an undergraduate curriculum in Radiologic Science leading to the Bachelor of Science in Radiologic Science. The program is designed to prepare individuals for professional practice and associated responsibilities in the health specialty of radiologic technology.

Following completion of the first two years' work in the General College, students may be admitted to the professional major offered by the Division of Radiologic Science, Department of Medical Allied Health Professions of the School of Medicine. Students enrolled at other colleges and universities who are interested in transferring to the Chapel Hill campus following their sophomore year should contact the Office of Undergraduate Admissions and the Division of Radiologic Science early in their college career to assure proper planning and transferability of courses. Students are encouraged to begin the application process early in the fall preceding the year of intended enrollment. Transfer applications should be received in the Office of Undergraduate Admissions by January 15.

Since enrollment in the major is limited, completion of the prescribed General College curriculum does not assure the student a position in the professional class. Student selections are made on a competitive basis with consideration given to academic achievement, character, and demonstrated interest in radiologic technology as a professional career. The schedule of academic work includes:

General College Requirements

Basic Skills: English Composition, 2 courses; mathematical sciences, Math 10 and one other course selected from Math 30, Statistics 11, Computer Science 14, Math 32, Statistics 23 or Math 31; Foreign Language and all Perspective requirements. Six courses in the natural sciences are also required and must include: Chemistry 11, 11L or Biochemistry 7, 7L; Biology 11, 11L and Biology 45, 63L; Physics 24, 24L and Physics 25 and 25L; Psychology 10.

The curriculum in Radiologic Science includes courses in Anatomy, Physiology, Radiography, Imaging Methods, Research, and Clinical Practice. During the second year of the curriculum, the student elects areas of clinical concentration such as Magnetic Resonance Imaging, Pediatrics, Cardiac Catheterization, Health Physics, Orthopedics, and Vascular Imaging.

Course Descriptions

RADI 42 Introduction to Radiologic Science (3). Open to Radiologic Science students only. Lectures, discussions, demonstrations, and laboratory exercises are combined to introduce topics including: patient management, image characteristics, radiation protection, positioning skills, medical terminology, and the role of imaging sciences in health care. Summer Session II. Wright.

RADI 61 Radiography I (4) Prerequisite: RADI 42. The course prepares students for standard radiography of upper extremities, lower extremities, axial skeleton, bony thorax, chest, abdomen, and the basic skull considering pathologies and gross, radiographic, and cross-sectional anatomy. Three lecture hours and 2 lab hours. Fall. Wright.

RADI 62 Radiographic Imaging I (4) Prerequisite: RADI 42. An overview of radiographic imaging methods examining the imaging process as a sequence of events from x-ray production through hard copy processing. The imaging equipment is discussed in terms of function, influence on the image, the impact of alteration on image characteristics and compensation techniques for changes in the sequence. Three lecture hours and 2 lab hours. Fall. Burns.

RADI 63 Clinical Education I (4) Prerequisite: RADI 42. A clinical course focusing on the application and evaluation of general radiography in the hospital setting. With supervision, the student develops clinical skills through observation and participation in radiographic studies. 20 practicum hours. Fall. Renner, Gibson.

RADI 64 Integrated Principles of Radiographic Analysis (3). Prerequisite: RADI 42. This course involves students in situational problem solving and radiographic analysis. Integration of concepts and knowledge of anatomy, pathology, procedures, patient care, and imaging principles is emphasized. Three lecture hours. Fall. Renner, Gibson.

RADI 71 Radiography II (4) Prerequisite: RADI 61. The course content prepares students for standard radiography of cranial bones, facial bones, and special cranial projections. Contrast studies include gastrointestinal, urinary, biliary, cardiovascular, and other special procedures. The course includes pathologies, and gross, radiographic, and cross-sectional anatomy. Three lecture hours and 2 lab hours. Spring. Wright.

RADI 72 Radiographic Imaging II (4) Prerequisite: RADI 62. A detailed study of specific elements of the radiographic process, with an emphasis on the interrelationships of the radiographic parameters, refinement of image analysis and problem-solving skills, and quality control testing for evaluating the performance of the radiographic equipment and accessories.Three lecture hours and 2 lab hours. Spring. Burns.

RADI 73 Clinical Education II (4) Prerequisite: RADI 63. A continuation of RADI 63 with emphasis on the application and evaluation of more complex radiographic studies. 20 practicum hours. Spring. Renner, Gibson.

RADI 74 Clinical Internship (8) Prerequisite: RADI 73 and approval of the instructor. Under géneral supervision, the student will function at an increased level of responsibility in general diagnostic radiography in a variety of clinical settings outside of the university setting. 40 practicum hours. Summer Session I and II following first professional year. Renner, Gibson.

RADI 81 Trends in Radiography Practices (3) Prerequisite: completion of first professional year courses. A special topics course on contemporary issues affecting radiography services. Group projects stressing the radiologic technologist's role in the planning, design, staffing, and operation of a radiology service are required. two lecture and 2 seminar hours per week. Spring. Keene.

RADI 83 Clinical Education III (6) Prerequisite: RADI 74. A clinical course utilizing contract learning to provide students an opportunity to gain additional competency in specialized areas of radiology services. Thirty-two practicum and independent study hours. Fall. Renner, Gibson.

RADI 85 Radiologic Health Physics (3) Prerequisite: RADI 72 or permission of the instructor. A course in the physics of diagnostic radiology including radiation effects on tissue, radiation detection and measurement, protection methods and techniques, and environmental radiation issues. Three lecture hours. Spring. Burns.

RADI 86 Issues and Research in Radiologic Science (3) Prerequisite: completion of first professional year courses. The major part of the course is devoted to an investigative project on a discipline-related topic of student interest. Select issues affecting professional affairs of radiologic technologists are also included. Three lecture hours. Fall. Keene.

RADI 91 Practicum in Radiologic Science (4) Prerequisite: RADI 93. This course offers an elective clinical experience in an area of student interest with a review of general diagnostic radiography procedures. Forty practicum hours. Summer Session I. Renner, Gibson.

RADI 93 Clinical Education IV (4) Prerequisite: RADI 83. This course is a continuation of RADI 83 utilizing learning contracts to allow students to explore and gain additional expertise in various areas of radiology services. Twenty practicum hours. Spring. Renner, Gibson.

RADI 96 Professional Communication (3) Prerequisite: completion of first professional year courses. This course provides for a brief cognitive and skills approach to communication skills, the teaching/learning process, and methods and materials of instruction and delivery. Three lecture/discussion hours per week. Fall. Thorpe.

RADI 97 Management Practices for the Health Professional (3). Prerequisite: completion of first professional year courses. An introduction to principles and practices of health service organization management with an emphasis on radiology. Three lecture hours. Spring. Keene.

For additional information on the Bachelor of Science in Radiologic Science contact the Director, Division of Radiologic Science, CB#7130, Wing E, Medical School, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7130. (919) 966-5146.

Division of Speech and Hearing Sciences

Jackson Roush, *Director*

Graduate study in speech and hearing sciences is concerned with the body of knowledge and scientific study that pertains to both normal and abnormal speech, hearing, and language, and with professional, academic, and research activities in these areas. The Division of Speech and Hearing Sciences is a graduate program; however, there are preprofessional courses recommended for undergraduate students who anticipate pursuing a master's degree in speech-language pathology or audiology These included courses in anatomy and physiology of speech and hearing, language acquisition, phonetics, speech science, linguistics, statistics, and psychology of the exceptional child. Some of these courses may be taken at the undergraduate level through the Department of Communication Studies.

Course Descriptions

123 Introductory Audiology I *(SPCH 123,)* (3). Theory and practice of the measurement of hearing, causative factors in hearing loss, evaluation of audiometric results, demonstration and participation in clinical program in audiology. Spring. Roush.

140 Applied Phonetics *(COMM 157)* (3). A study of the acoustic, articulatory, auditory, and physiological aspects of the production of speech.

170 Anatomy and Physiology of the Speech-Language and Hearing Mechanisms *(Speech 150)* (3). Anatomy and physiology of the speech producing and aural mechanisms. Fall. Harrison.

Department of Microbiology and Immunology

Jeffrey Frelinger, Ph.D., *Chair*

The Department of Microbiology and Immunology, a part of the School of Medicine, participates actively in the undergraduate Curriculum in Biology, and several of our courses are open to students in the College of Arts and Sciences. Microbiology 51 and 55 are open to some students with a minimum of science prerequisites but are specifically designed for the pharmacy or nursing curriculum. Microbiology 108 is suggested for students considering a career in microbiology or immunology, but the entire sequence to 130 is available to the highly motivated student.

Course Descriptions

51 Elementary Bacteriology (4). Required for pharmacy students. Prerequisites, Chemistry 11 - 21. Covers the general principles and techniques of bacteriology and the relations of these organisms to sanitation, agriculture, medicine, and industry. Three lecture and two laboratory hours a week, fall. Twarog.

55 Elementary Pathogenic Microbiology (4). Required for nursing students and dental hygiene students, other students by permission of the department. Prerequisites, Chemistry 11 - 21. A course covering the fundamental principles of microbiology, the relation of microorganisms to disease, modes of infection, and etiologic agents of the important infectious diseases. Three lecture and two laboratory hours a week, spring. Dalton.

105 Molecular and Cellular Basis of Prokaryotic Microbiology (4). Prerequisites, Organic Chemistry, permission of department except for department majors. Basic concepts of the structure, metabolism, growth and reproduction, genetics, and control and regulation of prokaryotes. Four lecture hours a week, spring. Cannon, staff.

108 Advanced Molecular Biology I *(Genetics 110, BIOC 110, PHCO 136, BIOL 178)* (3). DNA structure, function, and interactions in prokaryotic and eukaryotic systems, including chromosome structure, replication, recombination, repair, and genome fluidity. Three lecture hours, fall. Griffith, staff.

112 Introduction to Microbiology (3). Open only to dental students. A course covering basic aspects of microbiology and immunology including sterilization, action of antimicrobial chemotherapeutic agents, concepts of infection and immunity, and the study of certain selected infectious agents. Twenty-eight lecture hours and seven laboratory hours, spring. Gooder, staff.

114 Immunobiology (3). Prerequisites, Biology 11, Bacteriology 51 or 55, Chemistry 11, 21. For students with primary focus other than immunology. Immunochemistry; genetic control, regulation and development of cells and cell interactions; hypersensitivity, autoimmunity, resistance to infection. Two lectures, one seminar, fall. Snodgrass.

115 Special Topics in Bacteriology of Immunology (3 or more each semester). Permission of the department required except for department majors. Designed to introduce the student to research methods. Minor investigative problems are conducted with advice and guidance of the staff. Hours and credit to be arranged, any term. May be repeated for credit two or more semesters. Staff.

120 Microbial Pathogenesis (4). Prerequisite, Microbiology 105, 110. Molecular and biological basis of pathogenic properties of bacteria. Four lecture hours per week, spring. Wyrick, staff.

130 Virology (4). Prerequisites, Microbiology 105, 110. Current concepts of the chemistry, structure, replication, genetics, and natural history of animal viruses and their host cells. Four lecture hours a week, fall. Bachenheimer.

156 Growth Control in Normal and Neoplastic Cells (3). Topics will include growth factors and their receptors, signal transduction, oncogenes, and anti-oncogenes. Three lecture hours, fall. Lee.

190 Eukaryotic Gene Organization *(Genetics 190)* (4). Prerequisites, Organic Chemistry, permission of instructor. Basic concepts of classical chromosomal structure, function, and mechanics Eukaryotic molecular genetics and cellular regulations will be emphasized. Readings, short answer examinations, term project. Four lecture hours, spring. Staff.

School of Nursing

Cynthia Freund, R.N., Ph.D., F.A.A.N., *Dean*
Deborah Thompson, R.N., Ed.D., *Director of Student Services*

The School of Nursing, housed in Carrington Hall, is one of five schools in the Division of Health Sciences. As such, it benefits from the contributions of personnel and facilities of the entire University. Teaching, research, and library facilities are used cooperatively to provide students with broad general education as well as preparation in professional nursing. Both undergraduate and graduate students in nursing take courses taught in other departments and schools in the University.

Established in 1950, the School of Nursing is committed to the improvement of health through education, research, and community service. Its undergraduate and graduate curricula and continuing education courses seek to reflect the changing health problems of society and to provide students with the tools to deal with those problems effectively. Students are admitted who have the level of preparation, intellectual competence, and personal qualities judged necessary for the study of nursing in a university. The school welcomes students of all races and both sexes, as well as older individuals seeking a new career and registered nurses wishing to complete the baccalaureate degree.

The faculty are actively engaged in advancing the profession through research, with the conviction that this scholarly activity enhances teaching and patient care. School facilities include a modern skills laboratory, a research support center, and a scholarly support team. Nursing students participate actively in campus activities and organizations. Additional organizations promote participation in the School of Nursing and the nursing profession.

The school provides clinical experiences in a variety of facilities, both urban and rural, in Chapel Hill and surrounding areas. Therefore, it is necessary for nursing students to have access to a car.

Curriculum

The School of Nursing offers an undergraduate program of study designed to provide students with the knowledge, skill, and understanding necessary to function effectively in all areas of nursing. The curriculum, leading to the Bachelor of Science in Nursing degree, includes two years of lower division courses in the General College and two years in the School of Nursing.

The general education requirements for the first two years of the Bachelor of Science in Nursing curriculum include 20 courses offered to students in the General College. These courses, or lower division requirements, may be taken at any college or university but must be approved by the Office of Undergraduate Admissions of The University of North Carolina at Chapel Hill as being comparable to the courses offered on this campus. Below is a list and a brief description of the prerequisite requirements:

Courses in the nursing major are taken during the last two years. The courses build on a foundation in the sciences and humanities to develop the knowledge and skills needed to practice nursing in contemporary society. Clinical experiences take place in a broad variety of settings that reflect current patterns of health care delivery and provide opportunities for students to develop competence in technical skills, critical thinking, clinical judgment and decision making, interdisciplinary collaboration, and management of care.

Courses	**Academic semester hours credit**
Basic English Skills (two courses) English 11, 12 (English Composition and Rhetoric)	6
Basic Mathematical Sciences (two courses) Statistics 11 or 11C	6
Natural Sciences Perspective (seven courses) Psychology 10 (General Psychology) Chemistry 11, 11L or Biochemistry 7, 7L Chemistry 21, 21L or Biochemisry 8, 8L (General Descriptive Chemistry or Introduction to Biochemistry) Biology 11, 11L (General Zoology) Biology 45, 63L (Fundamentals of Human Anatomy & Physiology) Physiology 92 (Introduction to Physiology) Microbiology 55 (Elementary Pathogenic Microbiology) or Microbiology 51 (Elementary Bacteriology)	28
Social Sciences Perspective (two courses) one course in sociology or anthropology one course in economics, political science, sociology, or anthropology	6
Western Historical and Non-Western/Comparative Perspective (two courses) one course in pre-1700 Western history one course in either Western history (in breadth if the first was not) or the non-Western comparative viewpoint	6
Aesthetic Perspective - (two courses) one course in literature one course in the fine arts	6
Philosophical Perspective (one course)	3
Foreign Language Skills - (two courses) 3 semesters of the same foreign language*	6
Physical Education - (two activity courses)	(2)
	Total - 67

*All students must pass foreign language 3 in either a high school language or a new language. The University will not grant credit for level I courses in the student's high school foreign language.

Admissions

Freshmen

The high school graduate enters the General College as a freshman and then transfers into the School of Nursing in the junior year. Admission of freshmen is handled by the Office of Undergraduate Admissions. In the selection of students, consideration is given to application information, Scholastic Aptitude Test, health records, scholastic records, and personal references,

The minimum high school requirements adopted by the Board of Governors of the University to begin with the fall 1990 semester are:

A. a high school diploma or its equivalent;
B. four course units in college preparatory English;
C. three course units in mathematics, including geometry, algebra I, and algebra II;
D. two course units in social studies, including one unit in U.S. history and one unit in government and economics; and

E. three course units in science, including at least one unit in a life or biological science and at least one unit in a physical science, and including at least one laboratory course.

F. in addition, it is recommended that prospective students complete at least two course units in one foreign language, and that they take one foreign language course unit and one mathematics course unit in the 12th grade.

Freshman admission as a prenursing student does not guarantee admission into the nursing curriculum at the junior level. Students apply to the School of Nursing during the sophomore year.

Junior Transfer Students

The applicant who wishes to transfer into the nursing program as a junior student from another college or university should have completed 64 semester hours of transferable credit. Course substitutions and postponements may be considered; however, the University's policies on transfer students will be maintained.

The student who is planning to transfer to the University as a junior is encouraged to contact a member of the Student Services Office of the School of Nursing to discuss admission procedures, credits, and course plans. Admission to the School of Nursing is dependent on University admission, completion of required lower division courses, and approval of the Admissions Committee of the School of Nursing. Transfer applications should be received in the Office of Undergraduate Admissions by January 15.

Registered Nurse Applicants

The University of North Carolina at Chapel Hill School of Nursing encourages applications from registered nurses seeking to complete requirements for the BSN degree.

For the registered nurse student, the baccalaureate curriculum is modified to eliminate redundant experiences. RN students take a series of alternate form nursing courses that build on the knowledge and skills acquired in an associate degree or diploma program. RN students may enroll full time or part time.

The School of Nursing awards the enrolled RN student 33 hours of credit for nursing knowledge and skills. Knowledge and skills are validated through coursework in the BSN completion program.

The registered nurse applicant must successfully complete the general education requirements, and meet the admission requirements. Biology 11 is not required if the RN already has completed a course equivalent to Biology 45. These courses may be taken at another college or university and must be comparable to those offered at The University of North Carolina at Chapel Hill. Students should present at least a "C" (2.0 on a 4.0 scale) average on all courses taken and be eligible to return to all previously attended institutions. Regulations regarding retention and graduation of RN students are the same as those followed by all other nursing students.

The registered nurse applicant also must be licensed in North Carolina. For legal reasons, state licensure is required for students to have laboratory practice in clinical facilities. For information on obtaining North Carolina registration, contact the North Carolina Board of Nursing, P.O. Box 2129, Raleigh, North Carolina 27602, (919) 828-0740. All students enrolled in the School of Nursing must carry professional liability (malpractice) insurance coverage.

For additional information about the BSN completion program for registered nurses, or for specific information on application procedures and requirements, registered nurses should contact Debbie Thompson, RN Program Coordinator, at (919) 966-4260,

Financial Aid

Applicants interested in financial aid should contact the University Student Aid Office for information and application forms. This should be done when applying for admission. Students entering as freshmen to the University, transfer students enrolling in the School of Nursing as juniors, and registered nurses seeking the baccalaureate degree at UNC-Chapel Hill may be considered for the James M. Johnston Scholarships and Awards in Nursing Education. A segment of the Johnston Awards in Nursing program provides funds specifically for eligible registered nurses pursuing the BSN degree part time through Continuing Studies. The scholarships are based primarily on financial need. Other scholarships and loan funds for deserving students are made available by private and other funds.

The North Carolina Nurse Scholars Program was established by the General Assembly in 1989 to provide college scholarships for outstanding high school graduates and other persons interested in higher education to become registered nurses. The program also makes awards to RNs who return to school to earn the baccalaureate degree. Awards to freshmen are $5000 and are renewable each year for a maximum of four years. Awards to junior students are $3000 and are renewable for one year.

School of Pharmacy

William H. Campbell, Ph.D., *Dean*
George H. Cocolas, Ph.D., *Associate Dean*
A. Wayne Pittman, M.S., *Associate Dean*
Kevin L. Almond, B.S., *Assistant Dean*

The School of Pharmacy was established as an academic unit of The University of North Carolina at Chapel Hill in 1897 in response to urgent requests from the pharmacists of North Carolina. After many years in Howell Hall (named in honor of the school's first dean, Edward Vernon Howell), the school now occupies a modern, well-equipped building, Beard Hall. Beard Hall was dedicated in 1960 and named in honor of the school's second dean, John Grover Beard. The School of Pharmacy is located in a medical center on the Chapel Hill campus and, with the schools of Medicine, Dentistry, Public Health, and Nursing, is a unit of the University's Division of Health Affairs.

The school benefits from the excellent resources, both on and off campus, that are required for a center of excellence for pharmaceutical education, research, and service.

In its educational program, emphasis is given to the curriculum required for the Bachelor of Science in Pharmacy degree (B.S. in Pharm.). A five-year curriculum for this degree became mandatory in all schools of pharmacy starting in 1960 through actions taken by the American Association of Colleges of Pharmacy and the National Association of Boards of Pharmacy. The school also offers an optional professional degree program, the Doctor of Pharmacy (Pharm.D.) degree. Both curriculums are designed and administered in accordance with the current and changing demands for pharmaceutical services in communities and institutions.

The school's curricula are broad and deep with respect to general education, training in the basic sciences and the pharmaceutical sciences, and professional principles and practices. They are administered with the flexibility necessary to accommodate the varying aspirations of individual students and, at the same time, with adequate rigidity to qualify the students as candidates for licensure as registered pharmacists and in every way for the important and expanding role of the pharmacist as a health professional. The graduate of the B.S. in Pharm. degree curriculum is qualified and motivated for the practice of clinical pharmacy (community pharmacy and institutional pharmacy), for professional and technical careers in industry and government, and for further study leading to advanced degrees in the pharmaceutical sciences and related physical, biological, and biomedical sciences. The Pharm.D. graduate is an advanced pharmacy specialist who can effectively cope with the complex problems in the delivery of comprehensive pharmaceutical health care.

The School of Pharmacy also offers a postbaccalaureate professional education and training program leading to the Doctor of Pharmacy degree. The school offers the M.S. and Ph.D. degree candidates and postdoctoral participants course work and research training and experience in the disciplines of Pharmaceutics and Medicinal Chemistry. It also offers an M.S. degree in the areas of Pharmacy Practice and Pharmacy Administration. An interdisciplinary Ph.D. degree is offered in Pharmacy Administration through the School of Public Health in conjunction with its Department of Health Policy Administration.

The school also engages in the continuing education of pharmacists and pharmaceutical scientists and technologists, supporting their efforts to keep abreast of an expanding and dynamic science and technology.

The faculty, staff, and students of the School of Pharmacy are actively involved in research and other scholarly pursuits in the professional, scientific, and technological aspects of pharmacy. Through their work they contribute to the knowledge of the pharmaceutical sciences, its recording and communication, and its application in the educational and service phases of the school's program.

In the third, or service, phase of the school's mission, the faculty and staff promote the disciplines and support the missions of the pharmacists in clinical practice and the pharmaceutical scientists in industry, government, or elsewhere. This is done particularly by motivating and providing for continuing education programs at all levels. The school also contributes to the development of expanding pharmaceutical services, by engaging in the exploratory research that leads to new and improved pharmaceutical services and new drug products.

The School of Pharmacy was admitted to membership in the American Association of Colleges of Pharmacy in 1917. This organization was formed for the promotion of sound educational programs and productive research and scholarly efforts in pharmacy and the pharmaceutical sciences. It maintains high standards for membership based on the quality of the faculty of its member institutions and the excellence of their instructional programs and their resources for education and research. The School of Pharmacy of The University of North Carolina at Chapel Hill is accredited by the American Council on Pharmaceutical Education. Graduates of the school's B.S. and Pharm.D. Programs may sit for the State Licensure Examination for pharmacists.

Admission to the School

Students are admitted to a three-year program of professional studies in the School of Pharmacy upon completion of at least two or more years (the prepharmacy years) of collegiate work in the General College of The University of North Carolina at Chapel Hill or in any accredited institution of higher learning. Arrangements should be made during the prepharmacy years to take the Pharmacy College Admissions Test (PCAT), which is required for admission into the School of Pharmacy. The American Association of Colleges of Pharmacy stipulates for its member schools that students transferring from a college other than another school of pharmacy must complete the required professional courses in proper sequence in the School of Pharmacy for the B.S. in Pharmacy Degree.

Each application for admission must be approved by the Director of Undergraduate Admissions of the University before it is forwarded to the Admissions Committee of the School of Pharmacy for review. Applications should be filed as early as possible, preferably before January 1 of the calendar year in which the student desires admission. Applications received later in the year will be given every consideration within the limits imposed by the number of students admitted at an earlier date.

For students who transfer to the School of Pharmacy from another accredited School of Pharmacy, the minimum residence required for the degree is one academic year, that is, two semesters within a twelve-month period. Such students must complete at least thirty semester hours while in residence in the School of Pharmacy.

Graduate degrees offered through the School of Pharmacy are administered by the Graduate School of The University of North Carolina at Chapel Hill. These degrees include the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in pharmacy, medicinal chemistry, and pharmacy administration.

For further information, please write to the Office of Student Affairs, School of Pharmacy, and refer to the special catalog of the school.

School of Public Health

Michel A. Ibrahim, M.D., M.P.H., Ph.D., *Dean*
Allan B. Steckler, B.S., M.P.H., Dr.Ph., *Associate Dean for Academic Programs*

The School of Public Health at The University of North Carolina at Chapel Hill was organized in 1936 as a division within the School of Medicine. Separate status as a school of public health was granted in 1939 and the first graduate degrees were awarded in 1940. The fourth school of public health in the nation, the UNC-Chapel Hill School of Public Health was the first such school established within a state university. It is one of 26 such schools in the nation accredited by the Council on Education for Public Health.

The mission of the School of Public Health is to improve the health and well-being of the population. This mission is accomplished through the interaction of :

Teaching – to educate students to assume and to continue professional and leadership roles in public health practice, policy, research, and teaching.

Research (basic and applied) – to advance knowledge and understanding of the biological, social, behavioral, environmental, and economic factors affecting the health status of the population.

Service and Professional Practice – to provide broad-based technical assistance and consultation on public health issues in the public and private sectors at local, state, national and international levels.

Departments and curricula at the school include Biostatistics, Environmental Sciences and Engineering, Epidemiology, Health Behavior and Health Education, Health Policy and Administration, Maternal and Child Health, Nutrition, and Public Health Nursing.

The undergraduate degree programs of the School of Public Health lead to a Bachelor of Science in Public Health (B.S.P.H.) degree. Students wishing to obtain the B.S.P.H. degree typically spend two years in the General College of UNC-Chapel Hill (or in equivalent academic study elsewhere) and two subsequent years under the administration of the School of Public Health. A few persons with a prior bachelor's degree may also be admitted each year to study for the B.S.P.H. degree. Interested persons may obtain admission applications and additional information from the Director of Student Services, CB# 7400, 138 Rosenau Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7400, or by calling (919) 966-6331.

Since enrollment in the B.S.P.H. degree programs is limited, completion of the prescribed freshman-sophomore prerequisites does not assure the student a position in the School of Public Health in the junior or a later academic year. Student selections are made, typically in the latter half of the sophomore year of coursework, on a competitive basis with consideration of academic achievement and personal qualifications.

The undergraduate public health degree programs combine features of a broad-based education with study in the professional area of public health. These programs seek to prepare individuals for professional positions in health and related fields, to provide a firm base for later graduate study, and to provide for general enrichment of the future lives of the students.

There are five B.S.P.H. degree program majors: Biostatistics, Environmental Science and Policy, Health Behavior and Health Education, Health Policy and Administration, and Nutrition.

The Biostatistics major gives students preparation in application of quantitative knowledge to a variety of health and related matters dealing with the physical environment; the population; patterns of disease, disability and death; and the costs and effects of health services. Coursework in mathematics is a prerequisite for this major.

The undergraduate Environmental Science and Policy major is directed toward developing an understanding of: (1) the physical principles governing behavior of the environment, such as the production, transport and fate of materials in the air, water, oceans, ecological systems, etc.; (2) the historical development of society's response to environmental problems; (3) the scientific/social/political/economic factors involved in the generation, conception and solution of environmental problems; and (4) the various viewpoints that might be adopted in analyzing the acceptability of proposed solutions. The goals require the student to gain a broad background in the sciences and mathematics, as well as specialized knowledge from the social sciences. the major emphasizes the principles of chemistry, biology, physics, and mathematics as they apply to the behavior of environmental systems. Additional coursework is taken in the more specialized fields of environmental science, ecology, marine sciences, and policy analysis.

The undergraduate Health Behavior and Health Education major is concerned with ways to help people of diverse backgrounds improve their well-being in the most healthful way. Special attention is given to the role of community organization. Courses in psychology, anthropology and sociology are desirable prerequisites for this major. The coursework in the program includes an extended period of field training in which students may help plan, conduct, and evaluate educational programs for professional and lay groups in a variety of settings.

The undergraduate major in Health Policy and Administration prepares students to: (1) assume positions requiring basic administrative operational skills in such areas as financial management, supervision, planning, and general administration and (2) pursue graduate study in a variety of fields, including health, business and public administration, law, social work, and medicine. Basic economics and accounting courses are prerequisites for this major. Summer field placements for students may be in a hospital, nursing home, public health department, or other similar organization.

The Nutrition undergraduate major emphasizes the relationship between nutrition and health. The program is designed to meet the educational objectives of students with at least two alternative career goals: (1) entry level positions in community nutrition and dietetics, and (2) preprofessional study for careers in medicine, dentistry and other health fields. Basic courses in biology and chemistry are prerequisites for admission.

Requirements for the B.S.P.H. degree are as follows:

1. At least 120 semester hours of courses, not counting physical education activities courses. A 2.0 (C) average on all work attempted at The University of North Carolina at Chapel Hill. The last 30 hours of degree credit taken in residence in Chapel Hill.
2. A freshman-sophomore load of approximately 60 semester hours of courses, which must include:
   a. English 11, 12 or 13.
   b. Coursework through Foreign Language 3 (or placement credit in Foreign Language 4), with no graduation credit given for Foreign Language 1 of the high school foreign language.
   c. Two courses from the Mathematical Sciences option of the General College of the University.
   d. Biology 11, 11L and an additional acceptable Natural Sciences Perspective course.
   e. Two acceptable Social Sciences Perspective courses (from two different departments).
   f. Two acceptable Aesthetic Perspective courses (one in literature and one in fine arts).
   g. One acceptable Philosophical Perspective course.
   h. Two acceptable Western Historical/Non-Western/Comparative Perspective courses, including one covering a period of Western History before 1700.
   i. Two physical education activities courses.
3. A junior-senior total of approximately 60 semester hours to include Biostatistics 101 (or 110), Environmental Sciences and Engineering 51, Epidemiology 160, and a minimum of three electives outside the School of Public Health.
4. A satisfactory major in one of the five fields of concentration as prescribed in the following summaries of required courses (which include some courses that can be used also in meeting the requirements for mathematical science and perspective courses specified above for the freshman-sophomore years).

Note: To be considered for admission a student should present these minimum high school course requirements (including 9th grade):

- four units of English;
- at least three units of college preparatory mathematics (two algebra and one geometry or a higher level mathematics course for which algebra II is a prerequisite);
- at least two units of a single foreign language;
- three units in science, including at least one unit in a life of biological science and at least one unit in a physical science, and including at least one laboratory course;
- two units of social science including United States history;
- and enough elective units in traditional academic areas (literature, mathematics, physical and biological science, social sciences, and foreign languages) for a total of 16 units.

Admitted students will take placement exams in math and foreign language; therefore, it is preferred that students continue in advanced levels of math and foreign language courses during their final year in high school even if they have already met the minimum requirements in these fields.

Biostatistics

Freshman-Sophomore: Mathematics 31, 32, 33; Computer Science 14.

Junior-Senior: Biostatistics 110, 111, 145, 150, 162, 164, 191; Mathematics 81 (or 83), 108 (or 121), 116 (or 147); Biology 53 (or 54).

Environmental Science and Policy

Freshman-Sophomore: Biology 54; Chemistry 11, 11L, 21, 21L; Geology 41; Mathematics 31; Physics 24, 24L, 25, 25L; Computer Science 14; Statistics 11(or Biostatistics 101 or 110).

Junior-Senior: Specific requirements for Environmental Science and Policy depend upon the curriculum track chosen: Environmental Chemistry, Environmental Biology, Environmental Mathematics and Physics. Although programs of study are tailored to the needs of individual students, a listing of requirements may be obtained from the director of undergraduate studies in the department of Environmental Sciences and Engineering.

Health Behavior and Health Education

Freshman-Sophomore: Anthropology 41; Psychology 10, 33; Sociology 10 (or 20); Speech Communication 33 (or 55); Statistics 11.

Junior-Senior: Health Behavior and Health Education 90, 91, 102, 103; Health Behavior and Health Education 133 or Psychology 188 or Leisure Studies and Recreation Administration 130; three courses from the Health Behavior and Health Education special populations series: 104, 108, 109, 160, 164, 189, or 190; Health Policy and Administration 70, 71 and 145; Nutrition 40. At least seven academic semester hours must be taken outside the School of Public Health. Education Curriculum and Instruction 111, 113, or Education 71 are recommended.

Health Policy and Administration

Freshman-Sophomore: Business Administration 71; Economics 10; two of the following mathematical sciences courses: Mathematics 22, 30, 31 or Statistics 23.

Junior-Senior: Health Policy and Administration 70, 71, 72, 73, 75, 82, 83, 85, 145 and eight more hours of Health Policy and Administration courses exclusive of internship; a 12-week internship (Health Policy and Administration 97 and 98) between junior and senior years.

Nutrition

Freshman-Sophomore: Chemistry 11, 11L, 21, 21L, 61 (Chemistry 62 also highly recommended); Mathematics 30, 31 (or higher mathematics courses); Nutrition 40; Biology 45, 63L (or Physical Education 75, 76); Physics 24, 24L, 25, 25L (or Physics 20).

Junior-Senior: Nutrition 100, 110, 111, 120, 150. Track One students must take: Anthropology 41 or Sociology 10; Business 150 or Health Policy and Administration 83; Microbiology and Immunology 51 or 55; Political Science 41; Psychology 10; Nutrition 121, 130, 131, 132, 140, 141. Track Two (premed) students must take: Chemistry 41, 41L, 62, 62L.

Additional information about the B.S.P.H. degree programs and requirements for admission to them can be obtained from the dean's office in the School of Public Health and from departments with an undergraduate public health major.

Department of Biostatistics

Barry H. Margolin, *Chairman*

BIOS 97 Readings in Biostatistics (1 - 3). Directed readings or laboratory study. May be taken more than once. Two to six laboratory hours a week. Fall, spring, and summer. Staff.

BIOS 99 Honors in Biostatistics (3). Prerequisite, Biostatistics 97. Directed research. Written and oral reports required, fall, spring, and summer. Staff.

BIOS 101 Fundamentals of Biostatistics (3). Introduction to procedures in collection, summarization, analysis, and presentation of data. Topics include data sampling, experimentation, measurement, descriptive statistics, probability, confidence intervals, and tests of hypotheses. Fall and summer. Quade.

BIOS 106 Mathematical Methods in Biostatistics (1). Prerequisite: Mathematics 32. Calculus and special mathematical techniques necessary for biostatistics. Summer. Staff.

BIOS 107 Matrix Theory in Biostatistics (1). Prerequisite: Mathematics 32. Review of matrix theory results useful in statistics. Summer. Staff.

BIOS 110 Principles of Statistical Inference (3). Permission of the instructor required except for majors in School of Public Health who have knowledge of basic descriptive statistics. Major topics include elementary probability theory, probability distributions, estimation, tests of hypotheses, chi-squared procedures, regression, and correlation. Fall and spring. Turnbull, Shachtman.

BIOS 111 Introduction to Statistical Computing and Data Management (3). Prerequisite, BIOS 101 or equivalent. Introduction to use of computers to process and analyze data, components of digital computers, characteristics of magnetic storage devices, use of JCL and utility programs, concepts and techniques of research data management, use of statistical program packages and interpretation. Fall. Staff

BIOS 120 Special Techniques in Biometry (1 - 3). Special topics of current interest in Biometry. Fall, spring, and summer. Staff.

BIOS 124 Quantitative Methods in Planning and Evaluation (3). Planning cycle, methods overview, data sources, PERT budgeting, health indices, measurement of goal fulfillment, achievement, effectiveness, efficiency, research designs, benefit cost analysis, decision analysis, probability utility, and decision trees. On demand. Staff.

BIOS 130 Research Issues in Mental Health Statistics (3). Prerequisites, BIOS 110 and EPID 160, or permission of instructor. Concepts of measurement, history, and current status of classification schemata for mental disorders, methods of data analysis, and research designs. On demand. Turnbull.

BIOS 135 Probability and Statistics (4). Prerequisite, Math 32 or equivalent. Elements of descriptive statistics. Basics of probability; random variables and their probability distributions; special distributions, including the binomial, Poisson, normal, gamma; expectation and moments; linear combinations of random variables. Elements of estimation and hypothesis testing; analysis of variance; multiple regression; analysis of categorical data; some nonparametric methods. Particular attention is given to the statistical treatment of environmental science and engineering problems. Fall. Symons.

BIOS 140 Problems in Biostatistics (1 or more). Prerequisites to be arranged with the faculty in each case. A course for students of public health who wish to make a study of some special problem in the statistics of the life sciences and public health. Fall, spring, and summer. Staff.

BIOS 145 Principles of Experimental Analysis (3). Prerequisite, Biostatistics 110 or 135 or equivalent, and permission of instructor except for majors in the School of Public Health. Continuation of Biostatistics 110; the analysis of experimental and observational data, including multiple regression, and analysis of variance and covariance. Fall and spring. Staff.

BIOS 150 Elements of Probability and Statistical Inference *(Genetics 150)* (3). Prerequisite, Math 32 or equivalent. Fundamentals of probability; discrete and continuous distributions; functions of random variables; descriptive statistics; fundamentals of statistical inference, including estimation and hypothesis testing. Fall. Shachtman.

BIOS 160 Probability and Statistical Inference I (3). Prerequisite, Mathematics 33 or equivalent. Introduction to probability; discrete and continuous random variables; expectation theory; bivariate and multivariate distribution theory; regression and correlation; linear functions of random variables; theory of sampling; introduction to estimation and hypothesis testing. Fall. Kupper.

BIOS 161 Probability and Statistical Inference II (3). Prerequisite, Biostatistics 160. Distribution of functions of random variables; central limit theorem; estimation theory; maximum likelihood methods; hypothesis testing; power, Neyman-Pearson Theorem, likelihood ratio tests, noncentral distributions. Spring. Kupper.

BIOS 162 Introductory Applied Statistics (3). Prerequisite, Biostatistics 111, 150, or equivalent. Approaches to problems of description, goodness of fit, univariate location and scale, bivariate independence and correlation, and comparison of independent or matched samples, involving categorical, discrete, normal, or ranked data. Spring. Quade.

BIOS 163 Introduction to Linear Models (3). Prerequisites, Biostatistics 107 or Mathematics 147, BIOS 111, 145, 150, or equivalents. Regression analysis in matrix terms, general linear hypothesis, diagnostics, model building. One- and two-way ANOVA with fixed or random effects. Power; algorithms; analysis of covariance. Fall. Muller.

BIOS 164 Sample Survey Methodology *(Statistics 104)* (3). Prerequisite, Biostatistics 150 or equivalent or permission of instructor. Fundamental principles and methods associated with survey sampling, giving primary attention to as nonmathematical as possible a treatment of simple random sampling, stratified sampling, and cluster sampling. Also, techniques of questionnaire design, the problems of nonresponse, and sources of nonsampling errors. Practical experience in the applied aspects of sampling is provided by student participation in the design, execution, and analysis of an actual survey. Spring. Kalsbeek.

BIOS 165 Analysis of Categorical Data (3). Prerequisites, Biostatistics 145, 150, and 162, or permission of instructor. Introduction to the analysis of categorized data: including rates, ratios, proportions; relative risk and odds ratios; Cochran-Mantel-Haenszel procedure; survivorship and life table methods; linear models for categorical data. Applications in demography, epidemiology, and medicine. Fall. Koch.

BIOS 166 Applied Multivariate Analysis *(Statistics 160)* (3). Prerequisite, Biostatistics 163 or equivalent. Application of multivariate techniques, with emphasis on the use of computer programs. Multivariate analysis of variance, multivariate multiple regression, weighted least squares, principal component analysis, canonical correlation and related techniques. Spring. Muller.

BIOS 167 Applied Stochastic Processes *(Operations Research 167)* (3). Prerequisite, Biostatistics 161 or equivalent. Markov chains, Poisson processes and extensions, epidemic models, branching processes and other stochastic models of empirical processes. Disease, population, and other biostatistical applications. Fall and Spring. Sen.

BIOS 168 Design of Public Health Studies (3). Prerequisites, Biostatistics 145, 150, or equivalents. Statistical concepts in basic Public Health study designs: cross-sectional, case-control, prospective and experimental (including clinical trials). Validity, measurement of response, sample size determination, matching, and random allocation methods. Spring. Davis.

BIOS 170 Demographic Techniques I (3). Prerequisite, Biostatistics 101 or equivalent. Source and interpretation of demographic data; rates and ratios, standardization, complete and abridged life tables; estimation and projection of fertility, mortality, migration, and population composition. Fall. Suchindran, Bilsborrow.

BIOS 180 Introductory Survivorship Analysis (3). Prerequisite, BIOS 161 or permission of instructor. Introduction to concepts and techniques used in the analysis of time to event data, including censoring, hazard rates, estimation of survival curves, regression techniques, applications to clinical trials. Spring. Staff.

BIOS 191 Field Observation in Biostatistics (1). Field visits to, and evaluation of, major nonacademioc biostatistical programs in the Research Triangle area. Field Fee $25.00. Fall. turnbull.

Department of Environmental Sciences and Engineering

William H. Glaze, *Chair*

ENVR 51 Environmental Protection (3). Prerequisite, natural science requirement of the General College. A man-centered study of the health, economic, ecological, and aesthetic effects of our use of water, air, and land. The physical, biological, and chemical processes that occur in nature are studied, particularly as they relate to man's activities and his generation of waste residues, heat, noise, and radiation. Methods of control and for abatement for environmental degradation are presented. Three lecture hours a week. Fall and spring. Francisco.

ENVR 95 Analysis and Solution of Environmental Problems (3). Prerequisites, ENVR 51 and permission of instructor. A selected environmental problem is analyzed for causes, methods of mitigation, and feasibility of proposed solutions. One lecture and two seminar hours per week. Crawford-Brown.

ENVR 98 Senior Thesis (3). Prerequisite, permission of instructor. Development, research, and writing of senior thesis for environmental sciences undergraduates. Three lecture hours per week. Crawford-Brown.

ENVR 99 Undergraduate Research (3). Directed readings or laboratory study. Written report is required. May be taken more than once for credit. Six-nine hours per week. Fall, spring, and summer. Staff.

ENVR 100 Readings in Environmental Sciences and Engineering (1 - 6). Prerequisite, permission required for students outside the Department. Extensive library study of a specific subject in environmental sciences and engineering. The subject and requirements of the project are arranged with the faculty in each instance. Fall, spring, and summer. Staff.

ENVR 101 Survey of Environmental Problems (3). A survey of basic environmental issues for the nontechnologist, including physical dynamics of the natural environment, specific environmental problems, and quality control techniques. Spring. Staff.

ENVR 111 Introduction to Environmental Policy (3). Current issues in environmental protection. Analysis of environmental problems and decisions from the viewpoints of the various disciplines concerned with the assessment of risk, policy development and environmental management. Fall. Shiffman.

ENVR 117 Engineered Water Systems and Health (3). Prerequisite, Biostatistics 105, Mathematics 34 or equivalents. Permission of instructor required. The quantitative assessment of the effects of water supply and wastewater disposal practices on infectious and environmentally derived diseases. Examples drawn from developed and underdeveloped countries. Attention given to implications for engineering design. Fall. Staff.

ENVR 118 Quantitative Studies for Environmental Sciences (3). Applied mathematics from the viewpoint of those studying environmental sciences. Specific aspects of differential and integral calculus are developed as needed in environmental hygiene. Second summer session. Reist.

ENVR 122 Chemical Equilibria in Natural Waters (3). Prerequisites, Chemistry 11 and 21. Principles and applications of water chemistry. Thermodynamic background for equilibrium calculations is presented. Proton transfer, solubility, complex formation and redox reactions in natural waters are discussed. Three lecture hours a week. Fall. Singer.

ENVR 122L Aquatic Chemistry Laboratory (1). Corequisite. Environmental Sciences and Engineering 122. Wet chemical and computational laboratory exercises illustrating principles and applications of chemical equilibria in natural waters. Two laboratory hours per week. Fall. Singer

ENVR 123 Organic Materials in Natural Waters (3). Prerequisites, organic chemistry, instrumental analysis, or permission of the instructor. Origins of natural product organic materials in rivers and lakes. Survey of synthetic organic waste sources, microbial transformations and metal transport properties. Organic water quality monitoring and rationale for water quality criteria and standards. Spring, alternate years. Christman.

ENVR 124 Environmental Analytical Chemistry (3). Sampling, sample treatment, data evaluation, electrochemical, spectrophotometric, and mass spectral techniques for students with no analytical chemistry background. Three lecture hours per week. Spring. Staff.

ENVR 127 Oceanography *(Marine Sciences 101, Biology 126, Geology 101).* (3). Prerequisites, one college-level course in Biology, Chemistry, Geology, or Physics. An interdisciplinary study of the sea and the interrelationship of marine processes. Three lecture hours a week. Fall, Neumann and staff. Spring. Frankenberg and staff.

ENVR 128 Chemical Oceanography *(Marine Sciences 105)* (3). Prerequisites, one semester of physical chemistry or Environmental Sciences 122, Chemistry 180, or equivalent. Variation and abundance of sea water constituents, and the chemical, physical, and biological processes contributing to their distribution as well as problems of dispersion of conservative and nonconservative substances are considered. Spring. Martens, Johnson.

ENVR 128L Chemical Oceanography Lab *(Marine Sciences 105L)* (1). Two laboratory hours a week, spring. Martens.

ENVR 132 Limnology and Water Pollution (4). Prerequisites, one year each of biology and chemistry. Basic aspects of physical, chemical, and biological limnology, including impacts of anthropogenic pollutants and relationships to watersheds, streams, and estuaries. Three lecture and two laboratory hours per week. Spring. Staff.

ENVR 133 Sources, Transport, and Fate of Environmentally Important Materials (3). Prerequisites, one year of college chemistry, and one semester each of college physics, calculus, and biology or permission of the instructor. Multimedia processes important in environmental compartments. Development of predictive abilities for spatial and temporal alterations and movements of materials. Three lecture hours per week, spring. Staff.

ENVR 134 Ecological Microbiology (3). Prerequisite, one course in general microbiology. A description of microbial populations and communities, the environmental processes they influence, and how they can be controlled to the benefit of man. Two lecture and three laboratory hours per week. Spring. Pfaender.

ENVR 135 Biology in Environmental Science (4). Prerequisite, general chemistry. An introduction to biology, including principles of biochemistry, cell structure, classification, and ecology. Laboratory emphasizes techniques utilized in measurement and control of environmental pollution. Three lecture and two laboratory hours per week. Fall. Francisco.

ENVR 136 Biological Oceanography *(Biology 140, Marine Sciences 104)* (4). Prerequisites, Biology 54 or 105 or permission of instructor. Physical, chemical and biological factors characterizing estuarine and marine environments emphasizing factors controlling plant and animal populations including methods of analysis, sampling and identification. Five lectures and five laboratory hours a week. Summer. Staff.

ENVR 137 Ecology of Wetlands *(Marine Sciences 137)* (4). Prerequisites, 1 year of biology, 1 year of chemistry, 1 semester of ecology, and permission of instructor. An introduction to the functioning of freshwater and estuarine marsh and swamp ecosystems, with emphasis on systems of the southeastern U.S. Fall. Staff.

ENVR 141 Air and Industrial Hygiene (4). Not open to students who have received credit for Environmental Sciences 142. Problem definition, sources of information, health effects, legislative framework and control methods. Hazard recognition, evaluation and remediation approaches for community and industrial environments. Fall. Fox.

ENVR 142 Interdisciplinary Approaches to Occupational Health (2). Prerequisite, permission of instructor. Collaborative approach to investigate occupational health problems utilizing expertise of multidisciplines including: nurses, physicians, industrial hygienists, and safety professionals. Includes didactic sessions, worksite visits and a collaborative project. Fall. Staff.

ENVR 144 Industrial Toxicology (2). Toxicological assessment of and a case presentation of related exposure is given. A conceptual approach is utilized to design appropriate programs to prevent worker ill health due to industrial toxicant exposure. Two lecture hours per week, spring. Staff.

ENVR 145 Introduction to Aerosol Science (4). Prerequisite, admission to the Department of Environmental Sciences and Engineering or permission of the instructor. Physical and chemical principles underlying behavior of particles suspended in air. Topics include rectilinear and curvilinear motion of the particles in a force field, diffusion, evaporation and condensation, electrical and optical properties and particle coagulation, as well as the behavior of the cloud in toto. Three lecture and two laboratory hours a week. Fall. Reist, Leith.

ENVR 145L Aerosol Science Laboratory (2). Pre- or corequisite, Environmental Sciences 145. Basic laboratory exercises in aerosol sciences. Fall. Reist, Leith.

ENVR 147 Occupational Safety (2). Fundamentals of occupational safety with emphasis on legislation and organization of industrial safety programs including hazard recognition, analysis, control, and motivational factors pertaining to industrial accident prevention. Fall. Staff.

ENVR 149 Health Hazards of Industrial Operation (3). Prerequisite, ENVR 141. An introduction of the health hazards associated with the various unit operations of industry. Field trips to local industries are planned. Spring. Flynn.

ENVR 153 Environmental Management and Policy (3). (PLAN 153, PUPA 153). Prerequisites, ENVR 51 or graduate standing. Intensive introduction to environmental management and policy, including environmental and health risks, policy institutions, processes, and instruments, policy analysis, and major elements of American environmental policy. Lectures and case studies. Three lecture hours per week. Fall. Andrews.

ENVR 158 Mathematical Methods of Environmental Modeling (3). Prerequisite, Calculus. Mathematical basis of environmental models is reviewed, including an overview of axiomatic systems, differential equations, transforms, parameter estimation, and numerical simulations. Fall. Crawford-Brown.

ENVR 159 Analytic Thought and Environmental Risk (3). Prerequisite, permission of instructor. The principles of logical analysis are developed and applied to environmental problems. Concepts such as evidence, inference, and proof are formalized for calculations of environmental risk. Two lecture hours and one seminar hour per week. Spring. Crawford-Brown.

ENVR 163 Radiation Physics and Instrumentation (4). Prerequisite, Calculus. Radioactive decay and the interaction of radiation with matter. Laboratory study of radiation measurements. Fall. Watson, Crawford-Brown.

ENVR 164 Field Observations in Radiological Hygiene (2). Prerequisite, permission of instructor. Field observations of health physics practices at nuclear fuel cycle facilities and government nuclear facilities. Field fee, $175.00. Spring. Watson.

ENVR 165 Advanced Radiological Laboratory (2). Intensive radiological laboratory training at Oak Ridge Associated Universities. Tour of research facilities at Oak Ridge National Laboratory. Field fee, $200.00. Spring, alternate years. Crawford-Brown.

ENVR 167 Introduction to Medical Physics (2). Permission of the instructor required. The physics of radiation therapy, diagnostic radiology, and nuclear medicine are introduced by practicing clinical physicists. Fall. Crawford-Brown, Chaney, Johnston, and Washburn.

ENVR 168 Comprehensive Radiation Biology (3). (Oral Diagnosis 190). Prerequisite, Biology 11 and Introductory Physics. A survey of the biological effects of ionizing and non-ionizing radiations ranging from the molecular to the eco system level. Related topics such as the effects of nuclear war and food irradiation also are included. Spring. Tyndall.

ENVR 171 Reactor and Mass Transport Principles (3). Prerequisites, MATH 124 or equivalent. Application of chemical engineering fundamentals to describe physical, chemical, and biological processes important for water/wastewater treatment, air pollution control, and processes in natural systems. Three lecture hours per week. Fall. DiGiano.

ENVR 174 Water and Wastes Treatment Processes (4). Prerequisite, ENVR 122. Permission of instructor required. A study of unit processes for water and waste water treatment. Processes discussed include gas transfer, coagulation, disinfection, absorption, demineralization, sedimentation, filtration, aerobic, and anaerobic biological treatment. Three lecture and two lab hours a week. Spring. Singer.

ENVR 176 Ground Water Engineering (3). Prerequisites, MATH 31 and MATH 32. Use of analytical solutions to define ground water movement and contaminant transport in subsurface environments. Three lecture hours a week. Fall. Miller.

ENVR 183 Special Topics in Water Resources (2). Prerequisite, permission of instructor. Interdisciplinary exploration of the principal issues involved in water resource planning, conservation, development, and management. Includes the nature of water resources, principal water uses and conflicts, public objectives and policy issues, institutional arrangements, legal framework, planning, and governmental agency programs. Spring. Staff.

ENVR 190 Reading in Environmental Health Sciences (1-6). Prerequisite, permission of the instructor. Extensive library study of a specific subject in Environmental Health Sciences. One to six seminar hours per week. Fall, spring, summer. EHS Staff.

ENVR 191 Health and Ecological Effects of Environmental Agents (3). Prerequisites, basic biology, chemistry through organic, math through calculus; permission of instructor if prerequisites not met. Interactions of environmental agents (chemicals, infectious organisms, radiation) with biological systems including humans, with particular attention to routes of entry, distribution, metabolism, elimination, and mechanisms of adverse effects. Three lecture hours per week. Fall. EHS Staff.

ENVR 192 Techniques in Environmental Health Sciences (1). Prerequisites, basic biology, chemistry through organic, math through calculus; permission of instructor if prerequisites not met. A practical introduction to the measurement of biological endpoints, emphasizing adverse effects of environmental agents, using laboratory and field techniques. Two laboratory hours per week. Fall. EHS Staff.

ENVR 195 Environmental Health Microbiology (3). Prerequisite, introductory course in microbiology. Presentation of the microbes of public health importance in water, food, air, including their detection, occurrence, transport, and survival in the environment; epidemiology and risks from environmental exposure. Two lecture and two laboratory hours per week. Spring, 1993 and alternate years. Sobsey.

ENVR 198 Biophysical Theory of Environmental Health (3). The biophysical basis of models of intake, metabolism, transformation and effects of environmental pollutants in organisms is developed. Evidence supporting the axiomatic structures is reviewed. Three lecture hours per week. Fall. Crawford-Brown.

Department of Epidemiology

Barbara S. Hulka, Chair

EPID 160 Principles of Epidemiology (3). Pre- or corequisite, Introductory Biostatistics. An introductory course that considers the meaning and scope of epidemiology and the uses of morbidity, mortality, and other vital statistics data in the scientific appraisal of community health. Two lecture hours a week. Fall and spring. Shy.

Department of Health Behavior and Health Education

James R. Sorenson, *Chair*

HBHE 90 Field Training in Health Education (4). Experience as a functioning health educator in a community setting under supervision. Field fee $100. Fall, spring, summer. Hatch and staff.

HBHE 91 Field Training Evaluation (2). Pre- or corequisite, HBHE 90. Permission of instructor. Evaluation of field practice. Written report required. Fall, spring, summer. Staff.

HBHE 97 Readings in Health Education (3 - 6). Directed readings or laboratory study. Written report required. Six to twelve hours a week, fall, spring and summer. Staff.

HBHE 99 Honors in Health Behavior and Health Education (3 - 6). Prerequisite, Health Behavior and Health Education 97. Directed research. Written report required. Six to twelve hours per week, fall, spring and summer. Staff.

HBHE 102 Defining Public Health Problems (3). Permission of instructor. Overview of field of public health; focus on cultural, psychological, and social forces that influence health behavior. Treatment of public health principles, theories, and strategies basic to the practice of health education. Three lecture hours per week. Fall. E. Jackson.

HBHE 103 Implementing and Assessing Health Education (3). Permission of instructor for non-majors. Focus on core understandings and skills needed to initiate and evaluate practice at the individual, small group, and community levels. Topics include support groups, patient education, and advocacy. Three lecture hours per week. Spring. E. Jackson.

HBHE 104 School Organization for Health Education (3). Permission required for nonmajors. Introduction to school health education and administration including components and organization of a comprehensive school health program, curriculum design and evaluation. Two lecture and two laboratory hours a week, spring. Barr.

HBHE 108 Minority Health and Health Services Delivery (2). The life experiences of ethnic minorities in the United States with special reference to the implications for their participation in health programs. Two lecture hours per week, spring. Hatch.

HBHE 109 Rural Health and Community Action (3). Permission of instructor. Community education and action as modes of intervention in rural communities. Cross-cultural perspectives of rural health development. Three seminar hours a week. Hatch.

HBHE 125 Injury as a Public Health Problem *(Maternal and Child Health o4)* (3). Prerequisite, EPID 160 or equivalent. This course considers the causes and consequences of traumatic injury within developmental, social and economic contexts, and dilemmas in injury prevention. Injuries associated with transportation, violence, and the home and occupational environments are included. Three lecture hours per week. Spring. Runyan, Kotch.

HBHE 140, 141, 142 Problems in Health Education (1 or more). Prerequisites to be arranged with the faculty in each individual case, depending upon the problem that is to be studied. A course for students of public health who wish to make an intensive study of some special problem in health education. Fall, spring, and summer. Staff.

HBHE 160 Introduction to Women's Health and Health Education *(Women's Studies 161)* (3). Permission of instructor. Provides an overview of women's health emphasizing their specific interests as family and community members, as patients, and as health professionals. Implications for health education practice and research will be discussed. Two lecture and two seminar hours a week, every other fall. Earp.

HBHE 164 Health Policy and Aging *(Health Policy and Administration 164)* (3). Critical examination of aging policy in light of empirical findings on the elderly's economic power. Utilization patterns, prevalence of dependency, and the cost-effectiveness of policy options, including long-term care. Three seminar hours a week. Mutran.

HBHE 172 Planning Health Promotion in Medical and Worksite Settings (4). This course builds skills in developing the components of health care and worksite health promotion programming, including needs assessment, message development, message channel options, health counseling and training. Four lecture hours a week. Steckler.

HBHE 189 Adolescent Health *(MHCH 226, PHNU 226)* (3). Topics covered include the epidemiology of health problems, developmental issues, health services, and psycho/social influences on adolescent problem behaviors. Course material will be useful for research generation and practical application. Spring. Foshee.

HBHE 190 Psychosocial Aspects of Aging *(PHNU 190, HPAA 190)*(3). Permission of instructor. Psychosocial aspects of the aging process and of old age. The needs of the elderly and their reactions to agencies and programs for the aged. Two lecture and two seminar hours a week, spring. Mutran.

Department of Health Policy and Administration

Kerry E. Kilpatrick, *Chair*

HPAA 70 Introduction to Health Services Systems (3). Co-requisite, HPAA 71. Permission of HPAA BSPH Program Director, except for HPAA and HBHE majors. An introduction to the current status, trends, practices and issues in the delivery of health services. Fall. Staff.

HPAA 71 Orientation to Health Services Organizations (1). Co-requisite, HPAA 70. Permission of HPAA BSPH Program Director, except for HPAA and HBHE majors. Opportunities for those with limited exposure to health-related organizations to visit several operating agencies, as an approach to understanding the U.S. health system. Fall. Chavious.

HPAA 72 Writing for Health Administrators (3). Designed to teach clarity, conciseness, and effectiveness of statement. Memoranda, reports, proposals, letters. Required of HPAA undergraduates. Fall. Mengel.

HPAA 73 Management of Human Resources (3). Permission of instructor for non-HPAA majors. General introduction to the broad field of human resource management in health organizations in the U.S. Detailed treatment of selected topics with a view to help develop operational skills. Spring. Staff.

HPAA 75 Foundations of Health Care Financial Management (3). Prerequisite, BUSl 71. Permission of instructor for non-BSPH students. Basic methods and techniques in financial management of health care programs including financial statement analysis, cost determination and allocation, pricing of services and budgeting. Spring. Porto.

HPAA 82 Introduction to Law and Ethics in Health Administration (3). Prerequisite, HPAA 70. An introduction to health law and ethics for health administration undergraduate seniors. Fall. Staff.

HPAA 83 Introduction to Health Organization Structure, Functions, and Design (3). Prerequisite, senior standing, or permission of instructor. Basic concepts of organization structure, functions, and design, and relevant administrative behavior, as applied to health and human services organizations. Spring. Files.

HPAA 85 Computers in Health Administration (3). Prerequisite, permission of instructor required for non-HPAA majors. The purpose of this course is to provide the student with a general introduction to the theory and to the major applications of computers, especially microcomputers. Fall, spring. Porto.

HPAA 91 Readings in Health Policy and Administration (3-6). For undergraduates enrolled in the department's bachelor's degree program. Permission of instructor required. Directed readings or research; written reports are required. Fall, spring, summer. Staff.

HPAA 97 Field Training in Health Policy and Administration I (3). Prerequisite, HPAA majors only. The first six weeks of a supervised twelve-week administrative internship in a health care organization. Required of all BSPH students in HPAA. Summer. Staff.

HPAA 98 Field Training in Health Policy and Administration (3). Prerequisite, HPAA majors only. Orientation to health services organizations, under faculty supervision. Relevant to SPH course work in all majors; can contribute to development of acceptable plans for summer internships. Summer. Staff.

HPAA 99 Honors Research in Health Policy and Administration (6 - 9). Prerequisites, overall GPA 3.3 by end of junior year in all UNC-Chapel Hill courses, permission of department chairman. Readings and seminars for undergraduates who show potential and talent to do research. Students will carry out a special project and prepare an honors thesis based on the project. Fall, spring, summer. Staff.

HPAA 101 Information Management in Health Policy and Administration (1). Introduces students to methods for critically evaluating public health literature and using computers to identify, file, and retrieve information. Fall. Moore, White.

HPAA 102 Concepts of Health Administration (3). Survey of health and human services organization and management, including concepts of administrative systems, government, legal and public interest aspects, organizational behavior and relations. Spring. Allen.

HPAA 104 Issues in Managing Health Care Organizations (Var). Through presentations of leaders in the health care field and class discussion, problems, issues, and changes in health care policy and administration will be explored. Spring. Porto.

HPAA 105 Issues in Health Policy (1-3). Lectures on current topics in health policy. Spring. Staff.

HPAA 106 Issues in Health Care (1 - 2). Lectures on current topics in health care. Fall, spring. Staff.

HPAA 107 Theory and Practice of Public Health Policy and Administration (3). Policy and management issues and ideals, including their historical derivations and international implications, in relation to current state and local practice. Fall, spring. Staff.

HPAA 109 Concurrent Field Training in Health Policy and Administration (1 - 6). Supervised observation of service activities in health service organizations. Fall and spring. Staff.

HPAA 110 International and Comparative Health Administration (3). Prerequisite, permission of instructor. International career interests desirable. Study of various health problems and responsive program systems in different (more or less developed) countries, with a comparative framework, examining special experiences, general lessons, and possibilities for cooperation. Fall. Bender, Freymann.

HPAA 121 Hospital Organization and Administration (3). Comprehensive overview of general hospitals, including organizational structure, governance, medical staff, external relationships, departmental organization, strategic planning, financing regulation, accreditation, and quality assessment. Addressed from perspective of chief executive officer. Fall. Staff.

HPAA 122 Long Term Care Administration I (3). Introduction to administration of long term care facilities. Evolution of long term care and survey of the current field. Examination of state and national requirements. Spring. Allen.

HPAA 123 Long Term Care Administration II (3). Prerequisite, HPAA 122 or, permission of instructor. Nursing home care, organization monitoring, costs, and financing. Exploration of trends and issues such as cost controls, productivity, quality assurance, medical staffing, and organization. Fall. Allen.

HPAA 127 Introduction to Dental Public Health (3). Prerequisite, permission of instructor required. Survey of the theory and practice of dental public health with an emphasis on basic knowledge and skills necessary for planning and evaluating dental public health programs. Fall, spring. Rozier, Bader, Graves.

HPAA 130 Organizational Design and Behavior of Health Institutions (3). Overview of organizational theory and empirical findings appropriate to the design and behavior of health care organizations. Topics include the design of the organization, its performance, and relationship to the environment. Spring. Kaluzny.

HPAA 137 Cultural Diversity for Healthcare Administrators (3). Designed to introduce students to personal and professional issues in managing cultural diversity in healthcare organizations. Fall. Fischer.

HPAA 138 Conflict Resolution and Negotiation for Managers (3). This course covers conflict management and dispute resolution in health care organizations. Listening skills, assertiveness, principled vs. positional bargaining, distributive and integrative bargaining, mediation, and handling inter-group conflict. Spring. Fischer.

HPAA 139 Development of Personal Effectiveness (3). Prerequisite, permission of instructor. Based on the assumption that personal effectiveness depends on being able to think clearly, this course encourages development of rational thinking through understanding the relationship between thinking and feelings. Spring. Fischer.

HPAA 140 Readings in Health Policy and Administration (1 - 6). Staff.

HPAA 141 Marketing for Not-For-Profit Organizations (3). Prerequisite, permission of instructor. Application of basic principles of marketing and marketing decision models to problems in health care, and other not-for-profit organizations. Spring. Parker.

HPAA 144 Statistical Methods for Health Policy and Administration (3). Introduction of linear model approach to analysis of data in health care settings. Topics include probability distributions, estimation tests of hypotheses, methods in multiple regression, and analysis of variance and covariance. Fall, spring, summer. Staff.

HPAA 145 Introduction to Strategic Planning and Marketing (3). Prerequisite, permission of instructor. An introduction to the philosophy, methods and models of strategic planning in health care systems. Related disciplines include marketing, management, organizations, systems, and decision analyses. Spring. Parker.

HPAA 155 Introduction to Management Information Systems in Health Care (3). Conceptual and practical aspects in the analysis, development, and utilization of computer-based information and control systems with emphasis on application to the health care environment. Spring. Schreiner.

HPAA 161 Strategies for Prevention (3). This course discusses the effects of public policies for prevention on rates of illness, injury, and premature death. Fall. Fischer.

HPAA 163 Geriatric Health and Medical Care (3). Presents a comprehensive survey of geriatric health and medical care from a clinical and policy perspective. Spring. Staff.

HPAA 164 Health Policy and Aging *(HBHE 164)* (3). Critical examination of aging policy in light of empirical findings on the elderly's economic power. Utilization patterns, prevalence of dependency, and the cost-effectiveness of policy options, including long-term care. Fall. Mutran.

HPAA 170 Economic Perspectives in Health Policy and Administration (3). Prerequisite, Economics 10, and permission of instructor. Introduction to health economics principles as applied to major sectors of U.S. healthcare delivery system. Spring. Kilpatrick, Thorpe.

HPAA 176 Introduction to Health Services Research (3). Prerequisites, MPH student. Provides systematic introduction to selected methods for health services research, literature, and research writing. Spring. Staff.

HPAA 180 Health Law (3). The law and the legal decision-making processes and their relationship to delivery of health services. Fall, spring. Staff.

HPAA 185 Ethical Issues (3). Nature of ethical thought and reasoning; contributions of religion and science; historical and current issues. Sections on professional practice issues and health policy issues. Fall. Allen.

HPAA 190 Psychosocial Aspects of Aging *(HBHE 190, PHNW 190)* (3). Prerequisite, permission of instructor required. Psychosocial aspects of the aging process and of old age. Needs of the elderly and their reactions to agencies and programs for the aged. Fall. Mutran.

Department of Nutrition

Steven H. Zeisel, Chair

NUTR 40 Introduction to Human Nutrition (3). Human nutrition and relationship to health and disease processes. Presented as an integrated body of knowledge derived from several disciplines. Functions and sources of human's food. The relevance of nutrition to individual well-being, social welfare and economic development. For undergraduates not intending to major in nutrition. Fall. Anderson.

NUTR 85 Introduction to Nutrition in Medicine (1) Prerequisite NUTR 100. A series of clinical experiences in which students are exposed to the practice of medical nutrition in the hospital. Designed for nutrition majors in the premed track. Pass/Fail course. Fall, spring. Coleman, Heizer, Koruda.

NUTR 98 Undergraduate Research in Nutrition (3). For undergraduates enrolled in the department's bachelor degree program. Permission required from faculty research director. Directed readings or laboratory study on a selected topic. May be taken more than once. Fall, spring, and summer. Staff.

NUTR 99 Honors Research in Nutrition (3). Permission required from faculty research director. Directed readings or laboratory study on a selected topic. Requires a written proposal to be submitted to and approved by BSPH Committee and faculty research director. A written report is required. May be taken more than once. Six laboratory hours per week. Fall, spring, and summer. Staff.

NUTR 100 Introduction to Medical Nutrition (3). Prerequisites, CHEM 11, 21 and BIOL 11. Function of the human body focusing on nutrient interaction. Review of structure and function of cells and organs. For advanced undergraduates and graduate students needing to enhance background prior to NUTR 110. Spring. Switzer.

NUTR 110 Nutritional Biochemistry and Normal Cell Function (3). Prerequisites, NUTR 100, CHEM 11, 21, BIOL 11 or equivalent. Covers normal cell biochemistry and physiology, emphasizing roles of nutrients throughout the life cycle; chemistry and metabolism of proteins, nucleic acids, carbohydrates, lipids; endocrine/neuroendocrine regulation of metabolism. Fall. Louie.

NUTR 111 Nutrition for Children, Mothers, and the Elderly (4). Prerequisite, NUTR 100 or equivalent. Biologic bases for nutrient requirements and dietary recommendations as they vary throughout the life cycle. Covers the nutritional needs of women during childbearing years, infants, children, adolescents, and aging adults. Fall. Adair.

NUTR 120 Nutritional Biochemistry and Disease Processes (3). Prerequisite, NUTR 110. Covers biochemistry and pathophysiology of diseases with emphasis on roles of nutrients in prevention causation and/or therapy. Materials from prerequisite used as basis for study of molecular mechanisms responsible for disease processes. Spring. Anderson.

NUTR 121 Clinical Applications: Diet Therapy (3). Corequisite, NUTR 120. Course designed to examine the rationale and implementation of diet therapy and nutrition support in the prevention of treatment of disease. Spring. Barrett, Anderson.

NUTR 130 Food Ecology (3). Prerequisite, NUTR 40 or equivalent. Social, economic, cultural, and psychological influences on food consumption patterns and food habits of individuals are examined. Emphasis is on major ethnic groups represented in the U.S. Implications for intervention approaches are explored through case studies. Fall. Kirkley.

NUTR 132 Dietary Change in Individuals (2). Prerequisite, NUTR 40 or equivalent. Functions of a nutritionist working with individuals, emphasizing interviewing, assessment, nutrition care planning, counseling, and service documentation in prevention and therapeutic situations. Practice in the use of current dietary analysis software programs and development of educational materials included. Spring. Barrett.

NUTR 140 Food Science and Meal Preparation (2). Prerequisite, NUTR 100. Introduction to foods important in the American Diet; composition and properties; factors affecting the selection, handling and preparation of foods; menu planning and meal preparation. Laboratory fee $25. Fall. Barrett.

NUTR 141 Food Service Systems Management (3). Prerequisites. Nonmajors require instructor's permission. Basic concepts of institutional food service systems management applied to small and medium-sized health care facilities in the community. Two lecture hours and two laboratory hours per week. Fall and spring. Chegash.

NUTR 142 Food Production, Processing and Packaging (2). Prerequisite NUTR 100 or equivalent. Impact of all parts of food industry on availability and nutritive value of foods, and food safety. Spring. Carroll.

NUTR 150 Nutrition Policy and Programs (2). Prerequisite, NUTR 40. Introduction to program and policy approaches for improving nutritional status of populations. Broad basis and rationale for nutrition policy introduced. Design, implementation of relevant food, nutrition, health programs examined. Spring. Haines.

NUTR 170 Readings on Nutrition (Var.) Prerequisite, permission required. Reading and tutorial guidance in special areas of nutrition. Fall, spring, summer. Staff.

NUTR 190 Nutrition Research (Var.) Prerequisite, permission required. Individual arrangements with faculty for bachelors and masters students to participate in ongoing research. Fall, spring, summer. Staff.

Division of Continuing Education

Thomas L. McKeon, *Director*
Norman Loewenthal, *Senior Associate Director*
Lea Blanton, *Associate Director for Credit Programs*
Cheryl Kemp, *Assistant Director for Student Services*
Brick Oettinger, *Correctional Education*

The Division of Continuing Education is the University's arm for extending credit and noncredit instruction to North Carolinians who wish to further their education on a part-time basis or through short, intensive periods of study. The Division is housed in **The William and Ida Friday Continuing Education Center,** a modern facility designed to accommodate a variety of continuing education activities.

Through **Independent Studies,** students may complete degree-related correspondence courses under the direction of faculty members from UNC-Chapel Hill and seven other member institutions of The University of North Carolina system. **Continuing Studies** enables part-time students to enroll in undergraduate and graduate evening and daytime courses. **Off-Campus Credit Studies** provides classroom instruction in locations away from campus or in flexible time formats. The **Correctional Education** program enables qualified inmates in the North Carolina prison system to take correspondence courses and on-site classes, and provides assistance in transition to study release.

The office of **Conferences and Institute**s provides consultative and management services in developing continuing education programs in a variety of formats. A number of noncredit conferences and institutes are held at UNC-Chapel Hill each year, usually with the cosponsorship of a University school or department or an educational or professional organization. The Division sponsors the state office for **Elderhostel**, a program which enables persons over the age of 60 to spend a week on college campuses, taking courses and participating in enrichment activities.

The **Developmental Disabilities Training Institute** provides training to persons working with mentally retarded and developmentally disabled individuals at the community and institutional levels.

Academic Procedures

Regulations and Requirements

Policy on Awarding of Undergraduate Degrees and Transcript Notations

College of Arts and Sciences

A student can be awarded only one Bachelor degree at The University of North Carolina at Chapel Hill. The Bachelor of Arts diploma does not specify the major field. The Bachelor of Science diploma does specify the major field. The official transcript will specify the major in the case of either degree. An exception for earning two undergraduate degrees is made after receiving a BA or BS if a student returns to complete a second degree in Nursing, Public Health, Pharmacy, or Clinical Laboratory Science. Students need the prior approval of the appropriate dean in order to enter these programs and receive a second degree.

Students approved to work in double major programs receive one Bachelor of Arts diploma. The official transcript will note both majors ... for example, "Bachelor of Arts English and History." Double major students need to complete all the requirements for both majors by the degree award date in order to receive a Bachelor of Arts degree with both majors noted on the official transcript.

Students approved to work on a combination of a Bachelor of Science and a Bachelor of Arts degree will receive a diploma only for the Bachelor of Science degree. The transcript will note the Bachelor of Science degree with its major,... for example, "Bachelor of Science Degree Biology." An additional remark specifies the second major ... for example, "Degree Awarded w/Second Major in Political Science." All the requirements for both majors need to be completed by the degree award date in order to have both majors noted on the official transcript.

Students working on two Bachelor of Science degrees will receive one diploma with only the primary major specified. The student can select the primary major. The transcript will specify both majors ... for example, "Bachelor of Science in Chemistry and Physics." All requirements for both majors need to be completed by the degree award date in order to have both majors noted on the official transcript.

Related Policy

When course requirements or other requirements for a degree are completed after a degree award date, including make-up work such as in the case of courses with a grade of "incomplete" (IN), the degree is awarded on the next degree date. Course work taken after the degree award date cannot be used to change a degree already awarded or to retroactively complete a degree. Students can elect to delay their graduation until the next degree award date in order to complete all degree requirements when they are pursuing degrees with more than one major and have prior approval from their dean.

Adjustments are made to a transcript, but generally only for one year following the date of graduation. Grade protests, for instance can be initiated after graduation.

As long as all graduation requirements have been met, temporary grades can be completed after the date of graduation and the GPA will change accordingly. However, even when temporary grades are completed after the date of graduation, the student status at the time of graduation is not affected. Graduation with "Distinction" for instance, is based only on GPA at the date of graduation, and may not be awarded retroactively. Similarly, grade changes after Dean's List status is determined will not change the student's status, neither adding nor removing the Dean's List notation.

Students who neglect to declare a second major or a minor at the time of graduation may verify their requirements and have the annotation added to their transcript for one year after the graduation date.

The University does not recognize the regulations published in this Bulletin as valid beyond the academic year for which it is published. The faculty reserve the right to make any changes deemed necessary in the curricula and in regulations. Ordinarily, students may expect to receive a degree by fulfilling the requirements of a curriculum as specified in the Undergraduate Bulletin which was in force when they first entered the University. The University, however, is not strictly obligated to fulfill this expectation or to offer in any particular year a course listed in this bulletin.

Students are responsible for observing the procedures, regulations, and requirements of the University as they are set forth here and in other official University publications. This section describes many of the requirements and regulations that apply to undergraduates, but it is not a complete list of all such regulations and requirements.

Unless otherwise stated, the regulations described below will govern the academic progress of the students from their first year in the General College through their final semester in the College of Arts and Sciences or one of the undergraduate professional schools. The staff of the University will gladly provide students with detailed information concerning their program or academic problems, but this does not relieve any student of individual responsibility for meeting the University's requirements and observing University regulations.

Registration

General

Any student who has an unpaid account for the current semester or previous terms cannot be allowed to pre-register or register for any term or semester until the account has been paid in full.

Students who register during Telephonic Registration Period I must pay tuition and fees or give notice of anticipated aid to the University Cashier by the published tuition and fees due date or their schedule will be cancelled and all their classes dropped before the beginning of classes. Students who register after Telephonic Registration Period I must pay estimated tuition and fees or give notice of anticipated aid to the University Cashier before they can register for that semester.

North Carolina law also requires that no person shall attend a college or university in North Carolina without presenting a certificate of immunization to the college or university, on or before the first day of matriculation, which indicates that the student has received immunizations required by law. New students must provide the Director of Student Health with an immunization record certified by a physician. Students who fail to present the required certificate of immunization within thirty days of enrollment will not be permitted to continue their enrollment at the University.

Students who register after the date designated for official registration must pay an additional fee of $10.00 for late registration. If the delay results from circumstances clearly beyond the student's control, an appeal may be made in writing to the Registrar, provided that the appeal shows sufficient justification for the delay to secure approval by the dean of the school in which the student is enrolled.

Registration for credit for any course at the start of the semester is limited to the first five days of instruction, unless a late registration is approved by the course's instructor and the student's dean or academic adviser. Registration changes which are limited to dropping courses may be effected by the student during the first ten days of instruction and must be in accordance with University requirements governing minimum academic hours of enrollment. After these deadlines, students must obtain an official drop/add form from their academic adviser with appropriate signatures as required by their dean. Any courses added after the first five days of instruction must also be approved by the teaching department, specifically course instructors.

To complete the registration process, students must be classified according to residence status (for tuition purposes), must obtain an identification card, and must complete any required physical examinations. Failure to fulfill these or other registration procedures will render the registration incomplete and subject to immediate termination.

Information submitted on admission and registration forms is instrumental in determining admission priority and academic status. False statements will be considered a violation of the University's Honor Code. Concealment of required information is falsification of the record.

A student must make application and register in his or her full legal name.

General College Students (freshmen and sophomores)

Each General College student is registered for classes by his or her General College adviser. New students will be notified, before their arrival in Chapel Hill, of their General College adviser's name and office number. They must report to their adviser at the appointed time in order to make course selections.

Juniors and Seniors

Students in one of the upper colleges must report to the office of the appropriate dean or department for assignment to a faculty adviser. The student's program of study is then arranged in consultation with this adviser, and officially approved. (In some curricula, the student's adviser will be on the staff of the dean's office, in which case the adviser will handle the entire registration process for the student.)

Cancellation of Course Registration

Students who register during Telephonic Registration Period I must pay tuition and fees or give notice of anticipated aid to the University Cashier by the published tuition and fees due date or their schedule will be cancelled and all their courses dropped before the beginning of classes.

After the semester begins, students' courses will be subject to cancellation by the University Cashier unless tuition, fees, and other obligations due the University have been paid.

A department (or curriculum) in the College of Arts and Sciences may cancel students' registrations in any courses offered in that department if registered students fail to attend both of the first two class meetings of the term during which the courses are offered. Students enrolled in courses that meet only once each week may have their registrations canceled if they do not attend both of the first class meetings. The deans in the General College and the College of Arts and Sciences will be responsible for informing departments of approved late-arrival students who cannot attend the first two class meetings because of illness or other reasons approved by a dean.

If such action is taken by a department, the registration openings resulting from these cancellations will be offered to other students seeking enrollment in the courses during the official drop/add period (first five days of classes) or thereafter, as determined by the instructor of the class or the department or school. Departments and academic advisers will inform students unable to gain enrollment in courses before the second class meeting that they may seek enrollment in departments and curricula where this policy may be administered.

It is important to understand procedures for dropping or adding classes. Departments are responsible for submitting a completed official drop/add form to the Registrar's Office (105 Hanes Hall) for all students whose registrations have been cancelled and for submitting the names and student identification numbers to the college in which the students are currently enrolled. The appropriate college will inform each student of the action taken and take necessary steps to insure that the student meets the minimum semester-hour enrollment allowed by the University. Students added to courses as a result of this policy must contact their academic adviser or dean to officially enroll in these courses.

Auditing of Courses

To audit a course, students must get written permission from the course instructor and from the department chairperson. Students can request this permission only after the end of the official registration period.

Full-time students cannot audit (1) courses in the Division of Continuing Education (Continuing Studies, Independent Studies, or Tutorial Programs), or (2) a course preparing the student for "Credit-By-Examination." Students usually audit lecture courses because they accommodate auditors more easily than other classes.

Students auditing a course do not write examinations or papers and do not participate in class discussions unless otherwise directed by the course instructor. They do not appear on the instructor's class roll and may not request grades. The Registrar's Office will not accept final grades for auditors.

Students officially registered for other courses during a semester or summer session may audit a course without paying a fee. Those not officially registered must pay a $10.00 fee to the University Cashier and must file a copy of the receipt with the course instructor at the beginning of the term.

Changes in Fall or Sping Semester Course Registration Schedules

Course Schedule Changes Before the End of the Sixth Week of Classes

Insofar as possible, changes in course registration schedules should be made during the first five days of instruction. During this time, students may add courses using telephonic registration (CAROLINE) if prior approval for registration in these courses was granted by their academic adviser.

After the first five days of classes, the addition of a course to a student's registration schedule requires the permission of the course instructor or the department concerned. Additionally, students must obtain from their academic adviser a completed and signed official Registration Drop/Add Form which must be submitted to the Registrar's Office (Hanes Hall) on the day of issuance. The addition of a course after the second week of classes is not recommended or normally possible unless the student has been attending the class.

During the first two weeks of classes, students may drop a course using telephonic registration (CAROLINE); however, they are responsible for insuring that any registration schedule changes do not result in less than a 12 academic hour semester registration (one-hour Physical Education Activity (PHYA) courses are not counted as academic hours). After the second and before the end of the sixth week of classes, students may drop courses only with the approval of their academic adviser or dean. If permission is granted, the academic adviser or dean will complete an official Registration Drop/Add Form which must be submitted by the student to the Registrar's Office (Hanes Hall) on the day of issuance. After the sixth week of classes, students must petition to drop courses through the dean's office of the school in which they are enrolled.

Course Schedule Changes After the Sixth Week of Classes

If a student drops the only course he or she is taking, this constitutes a withdrawal from the University. A student is not officially dropped from a course (or added to a course) unless the aforementioned procedures are completed. The notation of W (withdrawn passing) is not employed for course drops made before the end of the sixth week of classes.

Other Procedures

Students enrolled in a professional school should become acquainted with the specific procedures used for making official changes in their course registration schedules. General College and College of Arts and Sciences students must use the following procedures after the first five days of classes:

Students admitted to the General College as freshmen or sophomore transfers are required to maintain continuous enrollment in English 11 and 12 or 13 (English 10, 11 and 12, if applicable) until they have completed their Basic Skills English requirement. Any change in a student's registration schedule involving the dropping of English 10, 11, 12 or 13, at any time during the semester, must be approved by a General College dean.

To drop a course after the sixth week of classes, students must complete and submit a petition form to the Appeals Committee of their College or School. In the General College and the College of Arts and Sciences, these committees meet weekly to approve or deny requests from students after examining the evidence presented in each petition. Reasons for requesting a course drop after the sixth week of classes are serious illness, personal or family problems, financial problems requiring employment, or other serious problems that prevent students from meeting their academic responsibilities. Students must first discuss their reasons for requesting a course drop with their adviser (Steele Building).

The adviser provides the student with a standard form which requires statements from the student, the course instructor, and any pertinent documentation (statements from employers, physicians, etc.). The completed form must be submitted by the student to the appropriate person in the General College or College of Arts and Sciences as designated by the adviser. Submission of a petition does not assure that the request will be granted; therefore, students must continue to attend classes until informed of the committee's decision. Students are also responsible for contacting the person to whom the petition was submitted within seven (7) days after the committee meeting.

If a course drop is approved, the student must process an official Registration Drop/Add Form through the Registrar's Office. All drops approved by the committees appear with the notation of W (withdrawn passing) unless an exception is made. If a petition is denied, the student may submit a second petition with additional supporting evidence. The decision of the appeals committee considering a petition is final.

Students enrolled in professional schools should acquaint themselves with the appropriate appeals procedures.

Any student who ceases to attend a class without officially being dropped receives a temporary grade of AB or IN. A temporary grade of AB is computed as an F grade and is converted to a permanent F grade at the end of the next regularly scheduled semester (fall or spring) after the AB grade is awarded. A temporary grade of IN is computed as an F grade and is converted to a permanent F grade at the end of the first eight weeks of the next regularly scheduled semester (fall or spring) after the IN grade is awarded. An instructor may also report a grade of FA, which is computed as a permanent F grade upon assignment. A grade of F may be assigned instead of a temporary grade or an FA grade where a final examination is not required in the course. The conditions that apply to the assignment of temporary grades are described under Grading System.

Class Attendance

The following legislation by the Faculty Council gives each instructor the authority to prescribe attendance regulations for his or her classes:

"Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings."

Instructors will keep attendance records in all cases. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor will report the facts to the student's academic dean for appropriate action.

The appearance of a student's name on the Infirmary List constitutes an excuse for the student for absences from classes during the period the student is in the infirmary. This list is circulated to all deans of colleges and schools having undergraduate students. In case of doubt the instructor may check with the office of the student's dean.

Students who are members of regularly organized and authorized University activities and who may be out of town taking part in some scheduled event are to be excused during the approved period of absence. Notification of such an absence must be sent by the responsible University official to the office of the student's dean where instructors may, should they be in doubt, consult the list.

Absences from class for valid reasons are excused only by the instructors. A student should present his or her explanation for any absences to the instructor at the next meeting of the class.

The University calendar does not recognize religious holidays. The faculty are encouraged to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays.

Final Examinations

Final written examinations are required in all courses. (Any exceptions to this rule are based on the special types of work done in the course, and must have the advance approval of the Provost.) A general schedule sets the time for each examination.

No examination (except for laboratory sections) may be held at a time other than that specified in the general schedule, and no examination time can be changed after it has been announced. No special preparation quizzes may be given during the last five days of classes before the beginning of the final examination period. No examination may be held later than 7:00 p.m. Final examinations for a full course should ordinarily cover two hours but should not exceed a period of three hours. Only examinations requiring an exceptional portion of practical work should be longer than three hours.

All regular final examinations must be held in Chapel Hill. In exceptional cases a student may apply to his or her dean for permission to take examinations in absentia. (A fee of $10.00 is charged for each examination so taken.)

Students who are absent from an examination receive a course grade of Absent (AB), which is equivalent to F. When students are unable, for reasons clearly beyond their control, to take a final examination at the scheduled time, they can be excused only by the Student Health Service or their academic dean.

A student who has three final examinations scheduled by the Registrar's Office within a twenty-four hour period may petition his or her dean for permission to have one of the scheduled examinations rescheduled. In the event that one of the scheduled examinations is a common final examination for a multiple-section course, that examination is the one to be rescheduled.

In all cases in which an examination is to be rescheduled, the instructor may reschedule that examination during the final examination period, but not later than the end of the following semester. Any petition for a change in the examination schedule because of this rule must be made before the first day of the final examinations. The final examination in any course may be taken only by regularly enrolled members of the class whose registration has been certified and by students certified to be eligible to take a special examination in that course. The certifying authority is the Registrar's Office.

Each student is required to sign a full and explicit pledge certifying that he or she has neither given nor received aid during the examination.

Credit by Examination

Enrolled students who have gained through independent study or experience knowledge of the content of courses offered by the University for undergraduate credit may, with the approval of the department and school or college involved, receive credit (without grade) for such courses by special examination. Such an examination must be taken before the beginning of the last semester or full summer session before graduation, and the approval of the department and school must be received at least thirty days before the examination is taken.

Academic Course Load

Fall and Spring Semesters

To meet the minimum graduation requirement of 120 academic hours in 8 semesters, students should average 15 hours each semester, exclusive of physical education activity courses. For freshmen, however, physical education activity courses, 4-hour foreign language and 4-hour laboratory science courses often account for course loads of 16 to 18 hours. Other students may not enroll in 18 academic hours during a semester unless they have earned at least a 2.0 grade point average the preceding semester and may not enroll in 19 or the maximum of 20 academic hours during a semester unless they have earned a 3.0 grade point average the preceding semester. Exceptions require the approval of the student's dean. Seniors meeting graduation requirements during their final semester in residence may enroll in 20 academic hours if they have a cumulative and preceding semester grade point average of 2.0.

The minimum course load for a single semester is 12 academic hours (one-hour physical education activities do not count as academic hours). Students may not go below the 12 academic hour minimum without permission of their dean. All students should discuss semester enrollment of fewer than 15 academic hours with their adviser because such enrollments necessitate (1) summer school, (2) correspondence, or (3) a heavier course load during a later semester.

Summer Sessions

Two 3-semester hour courses constitute the normal academic load for one summer session. Students with a 2.0 cumulative grade point average may enroll in a maximum of 9 hours during a summer session with the approval of their adviser or dean.

Twenty-Five Percent Surcharge

Beginning in fall 1994, new undergraduate students seeking a baccalaureate degree at UNC-Chapel Hill will be subject to a 25 percent tuition surcharge as required by section 89 (b), Senate Bill 27, of the 1993 Session laws.

Counted Credit Hours

The undergraduate credit hours to be counted for this requirement include: 1) all regular session degree-creditable courses taken at UNC-Chapel Hill including repeated courses, failed courses, and those dropped after the end of the second week of class; and 2) all transfer credit hours accepted by UNC-Chapel Hill. However, the following credit hours shall be excluded from the calculation: (1) those earned through the College Board's Advanced Placement (AP) and College Level Examination Program (CLEP) or similar programs; (2) those earned through institutional advanced placement, course validation, or any similar procedure for awarding course credit, and (3) those earned through the summer session or degree-credit extension division on your campus or on another UNC institution.

Students Subject to the Surcharge

The surcharge should be imposed on all counted credit hours in excess of the threshold defined below for each of the following categories of undergraduates:

1. For students earning a first baccalaureate degree in a program that requires no more than 128 credit hours, the surcharge shall be applied to all counted credit hours in excess of 140.
2. For students earning a first baccalaureate degree in a board-approved program that requires more than 128 counted credit hours, the surcharge shall be applied to all credit hours that exceed 110 percent of the credit hours required for the degree. Such programs include those that have been officially designated by the Board of Governors as five-year programs, as well as those involving double majors, or combined bachelor's/master's degrees.
3. For students earning a baccalaureate degree other than their first, the surcharge shall be applied to all counted credit hours that exceed 110 percent of the minimum additional credit hours needed to earn the additional baccalaureate degree.

Grading System

Permanent Letter Grades

A letter grade and plus-minus system for evaluating academic performance is employed for all undergraduates. Each letter grade receives a numerical value (quality points) for the purpose of determining a student's grade point average for a semester's work and for averaging grades for all semesters' work to find a student's cumulative grade point average.

The letter grades and the quality points represented by each (as of August 24, 1978) are as follows:

A = 4.0
A- =3.7 -
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3
C = 2.0
C - = 1.7
D+ = 1.3
D = 1.0
F = 0.0

To determine the grade point average for a semester's work, multiply the number of semester hours assigned to each course by the number of quality points received, add the quality points received for all courses, and divide by the number of semester hours attempted.

EXAMPLE: Fall Semester Course Registration

Course Registration	Final Course Grade	Semester Hours		Quality Points		Quality Points Earned
Course A	C +	3	x	2.3	=	6.9
Course B	B -	3	x	2.7	=	8.1
Course C	B	4	x	3.0	=	12.0
Course D	C -	3	x	1.7	=	5.1
Course E	A -	1	x	3.7	=	3.7
Course F	F	3	x	0.0	=	0.0
Course G	A	1	x	4.0	=	4.0

Total Semester Hours = 18 Total Quality Points Earned = 39.8
The Fall Semester Grade Point Average = 39.8 ÷ 18 = 2.211

Grades earned and semester hours attempted at other institutions are not included in the calculation of the

University grade point average. Plus-minus grades earned prior to the 1978 Fall Semester are not assigned a particular numerical quality point value; the value of the basic letter grade A, B, C, or D alone is used in computing a grade point average.

Temporary Grades (IN and AB)

Students who do not complete all requirements in a course by the end of the semester receive a temporary grade of IN or AB in place of a permanent letter grade. Grades of IN and AB carry the force of an F grade (zero quality points) and are used in the computation of a semester and cumulative quality point average.

Students who do not complete the course requirements within a specified period of time are assigned permanent AB/F* or IN/F* on their academic transcripts by the Registrar's Office. Temporary grades, once assigned, are a matter of official record and are reflected on a student's academic transcript even after conversion to a permanent grade.

A. The grade of AB must be reported by the instructor for any student who did not take the final examination and who, by taking the final examination, could pass the course. This AB grade translates to an F in computing the student's cumulative and semester grade point average, and later converts to an AB/F* unless the student arranges to take the final examination before the close of the next scheduled semester (fall or spring) after receiving the grade. If the student cannot pass the course regardless of a final examination performance, the grade FA must be reported by the instructor.

When submitting an AB, an instructor must enter the grade on the Instructor's Grade Report and must also complete a Temporary Grade Assignment form (supplied by the Registrar's Office). The purpose of this form is to establish a record of what arrangements, if any, have been made between student and instructor to clear the AB. Absence from a final examination may be officially excused only by the student's dean or the University Student Health Service. An absence may be excused for significant physical or emotional illness, or for serious personal or family problems.

1. Student Health Service. Students who are inpatients in the Infirmary during the time of their final examination(s) will have their names entered on the "Infirmary List." In some cases, outpatient treatment will also result in their names being entered on the Infirmary List. Students on the Infirmary List should obtain an "Official Permit" from the Registrar's Office before contacting their instructor about arrangements to take the final examination. If students are treated at the Infirmary but do not appear on the Infirmary List, they should see the dean of their college as soon as possible.
2. Academic Dean. If students know in advance that they must miss (a) final examination(s) because of illness or other serious problems, they should see the dean of the school in which they are enrolled before the final examination(s) is given. If this is not possible, they should see their dean as soon after the fact as possible.

Assuming that a student did not take a final examination(s) for one of the reasons previously cited (see I. Grade of AB), the dean will issue an official "Examination Excuse" which the student must present to the course instructor when arrangements are made for a suitable time to take the final examination. Documentation of a student's illness or problems may be required by the dean.

If a student presents an "Examination Excuse" or an "Official Permit'" to an instructor or the instructor's chairman or dean, then a final examination must be given to the student.

B. The grade IN may only be assigned by an instructor to a student who took the final examination in a course but did not complete some other course requirement such as signing the honor pledge and who, by virtue of completing that missing work, might pass the course. An IN translates to an F in computing a student's cumulative and semester grade point average. Unless removed within eight weeks of the beginning of the regularly scheduled semester (fall or spring) following its assignment, an IN converts to an IN/F*.

When submitting an IN, an instructor must enter the grade on the Instructor's Grade Report and must also complete a Temporary Grade Assignment form supplied by the Registrar's Office. The purpose of this form is to establish a record of what arrangements, if any, have been made between student and instructor to clear the IN.

C. Important Rules and Procedures Pertaining to AB and IN Grades.

1. The decision to report an IN grade is solely the responsibility of the course instructor; however, a student may present proper justification for the instructor's consideration.
2. Temporary grades should be cleared by completion of the work outstanding, preferably no later than the start of the following semester. The deadline for clearing a temporary grade of AB is the end of the next regularly scheduled semester (fall or spring) after the AB grade is awarded. A temporary grade of IN must be cleared within the first eight weeks of the regularly scheduled semester (fall or spring) after the IN grade is awarded.
3. If students intend to remove IN or excused AB grades, they should not officially enroll in the course(s) during the next semester or summer session. If recommended by the course instructor, a student may attend a part of that instructor's section of the course

or another instructor's section of the same course in which the temporary grade was awarded.

If a student enrolls in a course in which a temporary grade has been previously received, the second enrollment is taken as evidence that the student could not or is not permitted to remove the temporary grade. This results in the replacement of the temporary grade by IN/F* or AB/F* after the deadline for removing the temporary grade. The grade earned during the second enrollment is also reported on the student's academic transcript and is used along with the F grade in the computation of a cumulative grade point average.

Other Grades and Notations

A. A grade of PS (Pass) indicates a passing grade in a course taken "pass/fail." The rules governing the use of "pass/fail" are presented later in this section.

B. A notation of NR (No Report) automatically is recorded by the Registrar's Office if a course instructor does not submit a grade roll by the time grade reports are prepared. A NR notation is replaced by a grade on a student's academic transcript when the grade roll is submitted.

C. A notation of W (Withdrawn Passing) is entered in the grade column of students' academic transcripts if they are permitted to drop a course after the sixth week of classes. This notation is automatically entered unless the student's academic dean specifies otherwise. The symbol W is not employed in Summer School.

D. A notation of PL (Placement) is entered in the grade column of students' academic transcripts if they are awarded credit for a course as a result of evaluation by the department for placement out of that course. This is to be distinguished from any placement examination taken before enrollment in a course.

E. A notation of BE (by examination) is entered in the grade column of students' academic transcripts if they are awarded credit for a course as a result of an evaluation which would ordinarily place them in a succeeding course. For example, credit for English 1 and 2 awarded on the basis of CEEB verbal test scores or Achievement Test Scores should be recorded in this manner.

Repeating Course Enrollments

Students who have received passing grades in courses may not enroll in the same courses at a later time without the written approval of their academic dean. If a student proceeds with such an enrollment without securing permission, any grade received beyond the initial enrollment may be administratively removed from the student's academic transcript.

A second enrollment in a course for which a student has received a grade less than C through a previous enrollment at the University will be approved in writing by an academic dean at the request of the student if any of the following apply:

A. the course is specifically required by the student's academic major and is a prerequisite to other courses required in the major;

B. at least a grade of C (2.00) must be earned in a course specifically required in the student's academic major in order to satisfy graduation requirements in the academic major;

C. several years have elapsed since a student's initial enrollment in a course and a current, satisfactory knowledge of the course material is either required or advisable. In some circumstances, permission may be granted to repeat a specific course regardless of the grade earned (C or higher) during the initial enrollment.

If a student is permitted to repeat a course in which a passing grade previously has been earned, no additional credit hours beyond the first enrollment will be counted toward the fulfillment of the University's minimum 120-academic hour graduation requirement. Grades and academic hours earned as a result of both enrollments, however, will be computed in the student's semester and cumulative grade point averages.

Certain University courses (e.g., Applied Music, Special Studies, Undergraduate Research, etc.) may be taken more than once for credit and are so designated under individual department course descriptions in the Undergraduate Bulletin. A particular Physical Education Activity (Phya) course may be taken repeatedly. However, a different level of the same course [elementary, intermediate (Y), and advanced (Z)] must be taken during each separate enrollment.

Grades Earned at Other Institutions

Grades earned and semester hours attempted at other institutions are not included in the computation of a grade point average at the University and may not be used to restore academic eligibility at the University.

Grade Protests

If students wish to protest a course grade, they must first attempt to resolve any disagreement with the course instructor. (An instructor may change a permanent grade only when a clerical or arithmetical error is involved.) If they fail to reach a satisfactory resolution, they may appeal the grade in accordance with the following procedures. They may submit a written appeal with any relevant test papers, term papers, etc. to their academic dean not later than the last day of classes of the next succeeding semester.

The dean will refer appeals to the administrative board of his/her school and the chairman of the department concerned. The department chairman will appoint a committee to consider the appeal and will make a recommendation to the administrative board based on the committee's findings. The decision of the administrative board in such cases is final.

Pass/Fail Option

The pass/fail option provides students an opportunity to enroll in an additional course (beyond the usual five-academic course load) or to reduce their concerns about competing with prospective majors in a course in which they have considerable interest.

Students who declare a course on the pass/fail option will receive the grade of PS (pass) for a letter grade of C- or higher, D (or D+, or F (fail). For the purpose of computing a grade point average, a PS grade does not count as hours attempted; therefore, a PS grade does not affect a student's grade point average. Grades of D+, D, and F under the pass/fail option count as hours attempted and are treated as D+, D, and F grades earned in any other course.

Course content and requirements are the same for pass/fail registrants as for regular registrants. The minimum performance for a PS grade is equivalent to the minimum performance for the letter grade C -.

Regulations Governing the Pass/Fail Option

The following regulations governing the use of the pass/fail option have been approved by the Faculty Council in April 1991:

A. Students must take at least nine academic hours for letter grade credit during the semester of the pass/fail declaration in order to declare a course on the PS/D+/D/F grading system.

B. No more than four credit hours (e.g., one academic course and a physical education activity course) may be taken on the PS/D+/D/F grading system during a single semester.

C. A maximum of 11 hours of pass/fail credit may be taken. [Pass/fail hours beyond the maximum 11 hours taken before Spring 1992 will be accepted.]

D. Up to seven pass/fail credit hours received in courses that have been approved for the assignment of only PS/D+/D/F grades are exempted from the limitations specified above in B and C.

E. The following courses MAY NOT be taken on the PS/D+/D/F grading system:

1. English 10, 11, 12, 13, Mathematics 10, and all courses used to fulfill the General College basic skills requirement (English, mathematical sciences, and foreign language);
2. Courses used to fulfill General College or Arts and Sciences perspective requirements;
3. Courses taken in a student's major or minor department; (Students who change their academic major and have previously taken one or more courses required by the major on the pass/fail option may count one pass/fail course in the new major.)
4. Courses specifically required by the major; (An exception is granted to students pursuing a Bachelor of Science degree in the Division of Basic and Applied Sciences. These students may declare a foreign language course required by their degree program on the PS/D+/D/F grading system if the course is not used to satisfy the minimum General College basic skills requirement.)
5. Summer School courses;
6. Courses for which special enrollment permission must be obtained from the Honors Office (300 Steele Building); these are generally courses designated with the "HNRS" prefix or "H" suffix.

Physical Education activity courses MAY BE taken on the PS/D+/D/F grading system even if used to satisfy a graduation requirement.

Pass/Fail Declaration Procedure

To declare a course on the PS/D+/D/F grading system students must complete the Pass/Fail Course Registration form. It is obtained from their academic adviser or dean's office (General College and College of Arts and Sciences students must see their adviser in Steele Building). Students should always discuss the advisability of taking a course on the PS/D+/D/F grading system with their adviser before committing themselves to a formal declaration.

The period for making PS/D+/D/F declarations begins on the fifth day of classes of each semester and concludes at the end of the sixth week of classes. Forms submitted after the sixth week of classes are not accepted, and PS/D+/D/F declarations, once submitted, cannot be changed.

Academic Eligibility

The University expects all students to study and perform to the best of their abilities. The eligibility standards listed below do not suggest acceptable academic performance, but rather minimum levels. Students failing to meet these standards are not making good use of their educational opportunities.

The standards indicated below are stated in terms of "good standing" (cumulative grade point average) and "satisfactory progress toward graduation" (cumulative academic semester hours passed).

Cumulative Academic Eligibility Standards

A student who enters the University after May 15, 1982 must meet the following minimum requirements:

A. a 1.50 cumulative grade point average and 24 academic

semester hours (cumulative) to begin the third semester in residence;
B. a 1.75 cumulative grade point average and 51 academic semester hours (cumulative) to begin the fifth semester in residence;
C. a 1.90 cumulative grade point average and 78 academic semester hours (cumulative) to begin the seventh semester in residence;
D. a 2.00 cumulative grade point average and 105 academic semester hours (cumulative) to begin the ninth semester in residence.

Required physical education activities courses (Phya) do not count as academic semester hours.

Except for degree programs that require enrollment beyond a ninth semester, permission to enroll in a tenth semester or beyond must be secured in advance from the appropriate officials in the college or school in which the student is enrolled.

Semester hours completed at another institution, at least in which grades of at least C (2.00 on the 4.00 point scale) have been earned, will be used in computing the total cumulative semester hours passed, however, actual grades earned at another institution are not considered in the computation of the UNC-Chapel Hill cumulative grade point average.

Certain procedures are required of students who wish to restore their academic eligibility. Information can be obtained from the student's academic adviser or dean.

Minimum Eligibility Standard for Any Semester

Students who do not earn at least a 1.00 grade point average and pass at least nine academic hours in any semester will be declared "Academic Review" and will be reviewed by the dean or appeals committee of the schools or colleges in which the students are enrolled to determine their academic eligibility.

Academic Warning Notification

An academic warning will be issued to students who are not making acceptable academic progress at the end of the first, third, fifth, and seventh semesters in residence. The notation ACADEMIC WARNING will appear on the student's grade slip, but will carry no academic penalty and will not be entered on the transcript or any other permanent record.

Students will receive an academic warning if after:

A. the first semester in residence they have not earned at least a 1.50 cumulative grade point average and passed 12 academic semester hours (cumulative) of course work;
B. the third semester in residence they have not earned at least a 1.75 cumulative grade point average and passed 36 academic semester hours (cumulative) of course work;
C. the fifth semester in residence they have not earned at least a 1.90 cumulative grade point average and passed 63 academic semester hours (cumulative) of course work;
D. the seventh semester in residence they have not earned at least a 2.00 cumulative grade point average and passed 90 academic semester hours (cumulative) of course work.

Exceptions

To be eligible to remain in the University, a student who first entered the University after May 15, 1974 but before May 15, 1982 must meet the following grade point average requirements:

A. a 1.50 GPA to begin the third semester of college work;
B. a 1.75 GPA to begin the fifth semester of college work;
C. a 1.90 GPA to begin the seventh or later semester of college work; (to be checked after the eighth).

Transfer students admitted to the University after May 15, 1983 will have their number of transfer semesters in residence and their academic eligibility determined acccording to the standards approved by the Faculty Council on March 18, 1983. However, transfer students admitted to the 1983 fall semester with three or more semesters in residence at another institution or the 1984 spring semester with four or more semesters in residence at another institution may follow the rules governing determination of semester in residence and academic eligibility in effect before May 15, 1983. These students should consult the Office of Undergraduate Admissions and the dean of their college or school.

Under exceptionally extenuating circumstances beyond the control of the student and upon the recommendation of the student's dean, an appeal from the foregoing eligibility requirements may be considered by the appropriate appeals committee. The committee's decision is final.

Academic Eligibility Standards for Transfer Students

(Approved by the Faculty Council on March 18, 1983)

Semesters in Residence Based on Credit Hours Transferred

Several academic procedures, including determination of academic eligibility, depend on semesters in residence. UNC-Chapel Hill accepts for academic credit some work completed at other colleges, including the University's Office of Continuing Studies. In determining student's semesters in residence, the following formula should be applied to academic semester hours (1 quarter hour = 2/3 semester hour) accepted by UNC-Chapel Hill from another college or from Continuing Studies:

A. less than 12 semester hours transferred = 0 semesters in residence; at least 12 but less than 24 semester hours transferred = 1 semester in residence;
B. at least 24 but less than 36 semester hours transferred = 2 semesters in residence;
C. at least 36 but less than 51 semester hours transferred =3

semesters in residence;
D. at least 51 but less than 66 semester hours transferred = 4 semesters in residence;

The student's dean should make the determination of semesters in residence for a student who is eligible to transfer at least 66 semester hours from another college or from Continuing Studies.

Academic Eligibility Standards for Transfers from Continuing Studies

Students who transfer to UNC-Chapel Hill from the University's Office of Continuing Studies must meet the same standards that apply to students who enroll as first-semester freshmen at UNC-Chapel Hill in a fall semester. These standards govern cumulative academic eligibility, minimum academic eligibility for one semester, and notification of academic warning. However, in applying the standards to Continuing Studies transfers, the above formula should be used to determine semesters in residence (UNC-Chapel Hill semesters + Continuing Studies semesters transferred).

Academic Eligibility Standards for Other Transfer Students

The minimum eligibility standard for one semester applies to all students, including students who transfer from another college.

Students who transfer to UNC-Chapel Hill from another college will receive the notation ACADEMIC WARNING on their grade slips at the end of their first semester in residence in Chapel Hill unless they pass 12 academic hours (required physical education activities courses are not included) with a UNC-Chapel Hill grade point average at least as high as:

A. 1.50 if 1 semester in residence has been transferred to UNC-Chapel Hill; 1.75 if 2 semesters in residence have been transferred to UNC-Chapel Hill;
B. 1.75 if 3 semesters in residence have been transferred to UNC-Chapel Hill;
C. 1.90 if 4 semesters in residence have been transferred to UNC-Chapel Hill;
D. 1.90 if 5 semesters in residence have been transferred to UNC-Chapel Hill;
E. 2.00 if 6 or more semesters in residence have been transferred to UNC-Chapel Hill.

Students who transfer to UNC-Chapel Hill from another college will be declared academically ineligible to begin a third semester of study in Chapel Hill unless they have passed 24 academic hours of UNC-Chapel Hill work (required physical education activities courses are not included) with a UNC-Chapel Hill GPA at least as high as:

A. 1.50 if 1 semester in residence has been transferred to UNC-Chapel Hill;
B. 1.75 if 2 semesters in residence have been transferred to UNC-Chapel Hill;
C. 1.75 if 3 semesters in residence have been transferred to UNC-Chapel Hill;
D. 1.90 if 4 semesters in residence have been transferred to UNC-Chapel Hill;
E. 1.90 if 5 semesters in residence have been transferred to UNC-Chapel Hill;
F. 2.00 if 6 or more semesters in residence have been transferred to UNC-Chapel Hill.

Transfer students who remain academically eligible to begin a third semester in residence in Chapel Hill must thereafter meet the same standards which apply to students who enrolled at UNC-Chapel Hill as first semester freshmen in a fall semester. These standards govern cumulative academic eligibility, minimum eligibility for one semester, and issuance of academic warning. However, in applying these standards, semesters in residence should be interpreted as total semesters in residence (UNC-Chapel Hill semesters - transferred semesters) and GPA should be interpreted as cumulative UNC-Chapel Hill GPA.

Restoration of Academic Eligibility

The University reviews academic eligibility after students complete their second, fourth, sixth, and eighth semesters, and every semester after the eighth except in certain readmission cases. In some cases, academic review may be initiated at the end of the odd semester in residence.

Ineligibility is determined before students begin their third, fifth, and seventh semesters, before every semester after the eighth, and, in the special review cases, before the beginning of each even semester in residence. Students who may be ineligible to return (fall and spring) will receive notification from their academic dean at their home address a few days after the final examination period. Grade reports, sent about the same time, will be stamped "INELIGIBILITY PENDING."

Students failing to meet (1) the minimum cumulative grade point average and (2) the minimum academic semester hours passed (the latter requirement applies only to students admitted after May 15, 1982) may attempt to retain or restore their academic eligibility by

A. taking courses in the Summer School at UNC-Chapel Hill;
B. taking courses through the Independent Studies program (correspondence) at UNC-Chapel Hill;
C. removing excused AB or IN grades.

Students satisfying the minimum cumulative grade point requirement, but failing to satisfy the requirement for cumulative semester hours passed, may use one or more of the above procedures in attempting to retain or restore academic eligibility. To satisfy the requirement for cumulative hours passed, students also may use semester hours of approved transfer credit (grade of C or higher) from another institution. Students wishing to use transfer credit for this purpose should obtain approval from the Admissions Office and their academic dean or adviser before enrolling in these courses.

Independent Studies Courses

Students planning to restore academic eligibility through completion of one or more correspondence courses should be familiar with the following rules and recommendations that apply to time limits and course selection:

A. Students may enroll and begin work at any time during the year. They may be enrolled in a maximum of two courses at any one time. An Independent Studies course enrollment expires 13 months from the date of enrollment.

B. Students should allow at least three months for the completion of an Independent Studies course. The following policies govern the minimum time within which correspondence courses may be completed:

   1. The minimum time for completing an Independent Studies course is eight weeks from the date of enrollment.
   2. Students may not submit more than one-fifth of the total number of assignments in the course at one time.
   3. Students may not submit assignments more often than once every two weeks unless all assignments previously submitted have been graded and returned by the instructor.
   4. Examinations taken on the UNC-Chapel Hill campus must be scheduled at least one week prior to the examination date, and those to be taken elsewhere must be scheduled at least two weeks prior to the examination date.
   5. Examinations may not be scheduled unless four-fifths of the assignments have been submitted and have been graded and returned by the instructor.
   6. Examinations may not be taken until all assignments have been submitted.

C. Only grades earned in Independent Studies courses labeled UNC-Chapel Hill can be considered for restoration of academic eligibility. In order to avoid problems, students should clear their course selection(s) with their adviser or dean before enrolling in Independent Studies.

D. The following policies apply to students seeking restoration of academic eligibility in the General College or in the College of Arts and Sciences, effective January 1, 1984.

   1. The College of Arts and Sciences and the General College will count toward restoration of undergraduate academic eligibility for a given semester only the Independent Studies courses for which a final course grade has been recorded in the Division of Continuing Education by the last day of the official registration period of that semester.
   2. No professional school courses offered through Independent Studies except those which are explicitly required for professional school degrees, shall be used to restore undergraduate academic eligibility in the General College and in the College of Arts and Sciences. The professional schools are: Journalism and Mass Communication, Business, Education, and Division of Health Affairs programs. Students should consult their dean before enrolling in one or more professional school courses.

Grades earned at another institution, however, cannot be transferred. In addition, students should understand the following regulations concerning restoration of academic eligibility:

A. If students enroll at another institution for twelve or more semester hours per academic term (fall or spring) before applying for readmission to the University, those semesters will count as semesters in residence and will determine requirements for restoring academic eligibility.

B. Students who are academically ineligible or who have pending academic ineligibility because of their cumulative grade point average should NOT attend another institution if they intend to return to the University at some future date.

C. Students who are declared academically ineligible, who attend another institution (summer, fall, or spring), and who apply for readmission must have at least a 2.0 (C) average in work at the other institution.

D. Academically ineligible students who have a housing assignment or a housing contract on file for the following semester should either notify the Housing Department at the University of their plans to seek continued admission by restoring their academic eligibility or cancel their application or contract.

Readmission

Students first entering the University after May 15, 1982, and withdrawing for any reason must meet the following requirements to be readmitted:

A. For readmission to a second semester in residence - a 1.00 cumulative grade point average and 9 academic semester hours passed (cumulative) are required. An academic warning is issued if the student has less than a 1.50 cumulative grade point average and less than 12 academic semester hours (cumulative).

B. For readmission to a third semester in residence - a 1.50 cumulative grade point average and 24 academic semester hours passed (cumulative) are required.

C. For readmission to a fourth semester in residence - a 1.50 cumulative grade point average and 36 academic semester hours passed (cumulative) are required. An academic warning is issued if the student has less than a 1.75 cumulative grade point average and less than 36 academic semester hours (cumulative).

D. For readmission to a fifth semester in residence - a 1.75 cumulative grade point average and 51 academic semester hours passed (cumulative) are required.

E. For readmission to a sixth semester in residence - a 1.75 cumulative grade point average and 63 academic semester hours passed (cumulative) are required. An academic warning is issued if a student has less than a 1.90 cumulative grade point average and less than 63 academic semester hours (cumulative).

F. For readmission to a seventh semester in residence - a 1.90 cumulative grade point average and 78 academic semester hours passed (cumulative) are required.

G. For readmission to an eighth semester in residence - a 1.90 cumulative grade point average and 90 academic semester hours passed (cumulative) are required. An academic warning is issued if the student has less than a 2.00 cumulative grade point average and less than 90 academic semester hours passed (cumulative).

H. For readmission to a ninth semester in residence - a 2.00 cumulative grade point average and 105 academic semester hours passed (cumulative) are required.

Readmitted students receiving academic warnings should consult their academic dean about their status. Readmission will be blocked for any student unless prior tuition and other obligations due the University have been paid.

It should be carefully noted that the readmission requirements stated above are based on (1) the total number of academic terms in college, both here and in other institutions, and (2) the cumulative grade point average achieved on courses taken at the University without regard to grades earned elsewhere.

Also, a former student applying for readmission after attending another institution must have at least a 2.0 (C) average on all work taken and be eligible in all respects to return to other institutions attended since leaving the University.

Readmission is not automatic in any case. Each applicant is considered carefully in the light of all attendant circumstances, including enrollment limitations within the University. Application for readmission should be made as early as possible and in no case later than two weeks before the opening of the semester.

Students who have withdrawn from the University during a regular term (fall or spring) or who have been out because of academic ineligibility or for any other reason must apply to the Director of Undergraduate Admissions for readmission.

Nontraditional Readmission

Traditional undergraduate readmissions policy requires that former University students fulfill certain minimal University cumulative grade point average (and academic hours passed for students whose initial enrollment at the University occurred after May 15, 1985) requirements based on their total number of semesters in residence.

Although the traditional policy for readmission is the norm, the University recognizes that individuals can gain personal and intellectual maturity over a period of years. In such cases, the University may choose to evaluate applicants for readmission on the basis of their current academic promise rather than earlier academic performance.

Under this policy, the University will review applicants who have not been enrolled full-time in a formal educational program for at least five years and who by their special life experiences might be considered nontraditional applicants. Readmission to the General College or the College of Arts and Sciences under this policy requires the approval of the associate dean or appeals committee of the college. Readmission to a professional school under this policy requires the approval of the professional school to which the student is seeking readmission.

Advising and degree-granting bodies within the University will monitor the performances of all individuals admitted under this policy. This monitoring will provide up-to-date guidance and counseling, and insure that each person readmitted fulfills the requirements for continued enrollment as specified in the letter of readmission issued by the Admissions Office. Students who fail to meet these requirements will not be permitted to continue their enrollment at the University and may not reapply at a later date for nontraditional readmission to the University.

Student Leave Policy

Undergraduate students may receive leave-of-absence status upon application to, and approval by, the office of their dean. Such status will be granted to those students who take leave from The University of North Carolina at Chapel Hill for activity elsewhere which contributes to their academic program at the University. Examples include a study year abroad or other arrangements which bestow academic credit.

Upon being granted leave-of-absence status, students will be so designated by the Registrar's Office and will receive a packet of materials. They must submit the materials as instructed in order to be included in the housing lottery, to be considered for financial aid, and to be pre-registered for courses during the semester of their return.

Students must also notify the Office of Admissions and follow the procedures of that office so that reenrollment dates are noted and other data confirmed (e.g., whether residence status remains the same, that physical condition is adequate, and that no bills are outstanding). Failure to submit these materials by the dates designated will deprive returning students of inclusion in the lottery for housing, of consideration for financial aid, and of the right to pre-register, and it may also delay their registration at the time of return.

Withdrawal

Students withdrawing from the University should complete an official withdrawal through the appropriate University office (see A and B below) before the end of classes during a semester or summer session. An official withdrawal constitutes an honorable dismissal from the University and may facilitate readmission. Failure to withdraw officially results in the assignment of IN or AB course grades which are computed as F grades in establishing grade point averages and academic eligibility.

Medical Withdrawal

If a student decides to withdraw for reasons of illness, the student should contact the Student Health Service, whether the treatment was received there or elsewhere. If a medical withdrawal is authorized, the official withdrawal will be handled through the Office of the Director of the Student Health Service. A medical withdrawal is effected without grades and without a semester in residence.

Academic Withdrawal

If a student decides to withdraw for reasons other than illness, or if a medical withdrawal cannot be authorized, the student must contact the dean's office of the school in which he or she is enrolled. An official withdrawal involves the completion of an ""Application for Withdrawal" form.

The student must obtain clearance signatures from course instructors and certain University offices, as determined by the dean's office, before the form is submitted. In determining an undergraduate student's eligibility for readmission the following conditions apply:

A. Students who officially withdraw from the University are awarded a semester in residence if their withdrawal is initiated before the end of classes during a fall or spring semester, and if it is accompanied by the recording of six or more academic hours of F grades for that semester's work.

B. Withdrawal from a summer session is not counted as a semester in residence. However, failing grades are recorded if the student is reported as below passing in more than one academic course. Students enrolled as summer session visitors must withdraw through the Office of the Director of the Summer School, Pettigrew Hall.

If a student completes official withdrawal from a fall or spring semester, tuition and fees will be prorated over a period of nine weeks at a rate of one-tenth of the semester's bill after deduction of an administrative charge. The last date for credit on a student's financial account for withdrawal is nine weeks after registration. If a student completes official withdrawal from a summer session, tuition and fees will be prorated over a period of three weeks at a rate of one-fourth of the summer session's bill after deduction of an administrative charge.

If students withdraw from the University during a semester and they receive financial aid funds prior to the date of withdrawal, they may be expected to repay a portion of the funds to the aid program(s). The repayment will be calculated by the Office of Scholarships and Student Aid when the student is cleared by that office at the time of withdrawal.

Retroactive Withdrawal

No retroactive withdrawal from a semester or summer session shall be approved for any reason, medical or otherwise, unless a written request for such action has been submitted within 72 hours of the end of the final examination period of that semester or summer session.

Appeals for exceptions on the basis of extraordinary circumstances must be addressed to the appeals committee of the administrative board of the college or school having jurisdiction over the student during the semester or summer session in question. The decision of that appeals committee is final.

Graduation

To qualify for an undergraduate degree, a student must successfully complete at least 120 semester hours, not including physical education activities courses (quantitative requirements are higher than this minimum in some Bachelor of Science degree curricula). Also, the student must have a 2.0 (C) average on all work attempted at The University of North Carolina at Chapel Hill.

The required 2.0 average must be earned in a total number of hours not to exceed 45 hours beyond the minimum graduation requirements for the degree being sought. A minimum of 45 hours of academic credit must be taken at UNC-Chapel Hill. At least 24 of the last 30 hours must be taken on the UNC-Chapel Hill campus. In the College of Arts and Sciences, at least 18 semester hours of work with grades of C or higher are required in the student's major, and at least half of the student's major must be completed in this University.

One semester before the expected date of graduation the student should file an application for a degree in the office of the dean. A student who has not filed an application for graduation on or before the announced deadlines for fall graduation and for spring graduation may not be included in the list of graduating seniors.

Students must pay tuition, fees, and other obligations owed the University before receiving a diploma.

Degrees with Distinction

To graduate "with Distinction" or "with Highest Distinction" one must have completed at least 45 academic hours at UNC-Chapel Hill and have obtained an overall grade point average of at least 3.5 and 3.8 respectively.

To be eligible for the Dean's List, students must meet one of the following requirements: (1) a 3.2 quality-point average with no grade lower than C if enrolled in 15 or more hours of letter-grade credit, exclusive of physical education activities courses; (2) a 3.5 quality-point average with no grade lower than C if enrolled in at least 12 but fewer than 15 hours of letter grade credit, exclusive of physical education activities courses.

Transcripts of Record

A statement of official academic record includes all significant recorded information concerning the student's admission, classification, and scholarship. No partial or incomplete scholastic record will be given. If the student's scholarship has been such as to prevent his or her continuance in the University and eligibility has not been retained or restored, a plain statement of this fact will be included.

A statement of honorable dismissal will not be granted to students whose conduct and character would not entitle them to remain in the University. In every transcript full mention will be made of any probation, suspension, or other temporary restriction imposed for unsatisfactory conduct and still in force when the statement is made. The University does not release an official transcript unless tuition, fees, and other obligations due the University have been paid.

Students may inspect their academic records at the Registrar's Office, 105 Hanes Hall.

Interinstitutional Registration

A student regularly enrolled in a degree program at the University may enroll by interinstitutional registration for a course at Duke University, North Carolina Central University, North Carolina State University, The University of North Carolina at Charlotte, or The University of North Carolina at Greensboro under the following conditions:

A. Space must be available in the course.
B. The student's academic dean must certify (a) that the course is appropriate for the student's degree program, and (b) that an equivalent course is not available at this University during the same term.

Additional information, procedural instructions, and forms are available at the Registrar's Office, 105 Hanes Hall.

Division of Student Affairs

Donald A. Boulton, Ed.D., *Vice-Chancellor and Dean of Student Affairs*
Edith M. Wiggins, M.S.W., *Associate Vice-Chancellor and Associate Dean of Student Affairs*
Frederic W. Schroeder, Jr., M.S., *Assistant Vice-Chancellor for Student Affairs and Dean of Students*
Sherry B. Morrison, M.Ed., *Assistant to the Vice-Chancellor for Planning and Assessment*
Judy W. McGowan, *Director of Finance and Personnel*
Don L. Collins, M.Ed., *Assistant to Vice-Chancellor for Student Affairs and Director of Development and Marketing*

The importance of the classroom in the learning process is paramount at The University of North Carolina at Chapel Hill. **The Division of Student Affairs** provides many services and programs which encourage and support the learning that takes place beyond the classroom. These departments and programs aim to assist students in integrating the various aspects of their lives so as to promote learning, self-awareness, self-determination, and broadened perspectives on the world.

Student Affairs departments and programs afford students the opportunity to develop skills to improve performance both within and outside the classroom; to develop leadership skills; to find opportunities to serve fellow students and the community; to explore, plan, and prepare for a career; to plan for an active and rewarding life; and to develop a clear sense of self, improved interpersonal skills, and the ability to choose wisely.

Information on each of these departments and programs is presented below. Students are encouraged to explore the opportunities offered by the Division of Student Affairs throughout their University career, either directly through the respective departments or through the Office of the Vice-Chancellor.

The Office of the Vice-Chancellor (located in 102 Steele Building) coordinates the Division's programs and provides guidance and leadership for its departments. The Office also acts in a consulting role for faculty, administrators, and students who wish to raise issues which concern the University community, with a particular focus on student needs. Members of the Office of the Vice-Chancellor also serve on various University committees to represent the Division's several constituencies. The Vice-Chancellor advises the Student Congress and the Executive Branch of Student Government.

Attached to the Office of the Vice-Chancellor are three service programs: the N.C. Fellows/ Leadership Development Program, the Orientation Program, and Department of Disability Services.

The N.C. Fellows Program, founded in 1968, is a four-year program designed to support and accelerate the development of highly motivated undergraduates with exceptional leadership potential. The program is based on the premise that intelligent and motivated students often become leaders, and it seeks to develop in such students a strong sense of responsibility toward those whom they serve. The Fellows Program is one of three such programs in the state. Each spring semester all freshmen at UNC-Chapel Hill are invited to apply to the program. Written applications are screened and approximately 70 candidates are asked to participate in preliminary interviews. About 40 applicants are chosen to participate in final interviews; of these finalists, approximately 20 are selected to become N.C. Fellows.

Leadership Matters, is a program offered to leaders and members of the more than 300 officially recognized student organizations, for the purpose of enhancing the effectiveness of student organizations. Included in this program are leadership skills training workshops, monthly newsletters, peer and professional consultation services, and a resource center. Other leadership programs include an **Emerging Leaders Program** for sophomores, a **Delegates Program** for student organizations, a Womentoring Program for first year undergraduate women, and a **Peer Leadership Consultant Program.** Two academic courses are offered: **Dynamics of Effective Leadership** and **Advanced Leadership Seminar.** For more information about any of these programs, please contact the Office of N.C. Fellows/Leadership Development, 01 Steele Bldg.

The **Orientation Office** is responsible for familiarizing new students with the University. The Orientation Office strives to lessen new students' anxiety and increase their confidence, and to make them comfortable within the University environment. The orientation program promotes a smooth transition to the new academic and physical environment, familiarizes new students with University procedures, and offers early social opportunities. The office administers orientation programs for all new freshmen, transfer students, and graduate and professional students. The programs are designed to address the specific needs and different concerns of these groups. The Orientation Office also coordinates freshman placement testing through the General College. The office relies heavily on student employees and volunteers to achieve its goals.

The University of North Carolina at Chapel Hill provides equal opportunity in higher education to academically qualified students with visual, hearing, physical, or learning disabilities. **The Department of Disability Services** will provide assistance to integrate disabled students into the University program.

Services are designed and developed on an individual needs basis. Students may elect to use any or all of the services appropriate to their needs, at no charge.

A visit to the campus before acceptance or matriculation also is recommended, at which time the applicant may meet with The Department of Disability Services personnel to discuss questions and special concerns, so as to better judge the campus in relation to his or her needs. Arrangements for visits may be obtained by writing to the Director for The Department of Disability Services, CB# 5100, Steele Building, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-5100, or by calling (919) 966-4041 (Voice/TDD).

The UNC-Chapel Hill **Sonja Haynes Stone Black Cultural Center** assists in the University's efforts to enhance the educational and cultural experiences of its black students, faculty, and staff, as well as to enhance appreciation of the Afro-American cultural experience by non black members of the University community. As a focal point for black cultural expression, the center's programs include sponsorship of artist-in-residence programs, contemporary and traditional African and Afro-American art displays, a special reading collection, recognition of the University's distinguished black alumni, a black culture lecture series, and cross-cultural communication workshops.

Campus Safety is emphasized by programs and services developed to provide the University community with up-to-date information about safety measures, support services, and education regarding sexual assault and other crimes. Several University agencies and student groups work together to meet the needs of the campus and have formed a comprehensive approach to dealing with the issues of personal safety. Campus security issues are coordinated by the Campus Security Committee, which publishes on behalf of the Chancellor the University's Annual Security Report. Copies of the report are widely available on campus.

The University Response Plan for Sexual Assault Victims provides support and consistent response to victims of sexual assault. The plan gives medical, counseling, law enforcement, academic assistance, and housing options to victims.

SAFE Escort and P2P, an after-hours shuttle service, are available for persons traveling across campus at night. A Campus Watch Program, under development by University Police, will provide security assistance in much the way as do Neighborhood Watch programs in many communities. University Police, with significant support from the University's Physical Plant and Student Government, regularly checks lighting and other security concerns on campus.

The Office of the Dean of Students, in cooperation with student organizations such as the Rape Action Project and local community agencies like the Orange County Rape Crisis Center, provides training and education to students on issues such as date rape, sexual harassment, and personal security. University Police also offers educational and informational programs, while regularly publishing campus crime statistics.

For information on University regulations on the use of firearms, and other weapons on campus, please refer to the appendix of this publication. The University's drug policy also is located in the appendix.

Departmental Programs and Services

The **University Counseling Center (UCC),** located in Nash Hall, offers a wide variety of counseling, educational, and testing services for undergraduate students. Services are available to help students with typical problems they confront both in and outside of class. The center's major goal is to assist students through enhancing decisions made in personal, academic, and career areas, and thereby assist those experiencing problems adjusting to a large, complex, and demanding university. In working with students, the center offers individual and group counseling, career testing, workshops, and a career exploration course. Services are free of charge, and on a strictly confidential basis. The center houses a comprehensive career resource room which allows the exploring student quick access to information about different majors, educational programs, and careers.

One of the center's major goals is to help those students who wish to understand their learning difficulties, and improve their learning ability and study skills, as well as those who are experiencing personal problems adjusting to a large, complex, and demanding university. In working with students, the center offers individual and group counseling, career testing, workshops, and a career exploration course. Services are provided free of charge, and on a strictly confidential basis. The center houses a comprehensive career resource room which allows the exploring student quick access to information about different majors, educational programs, and careers.

University Career Services assists students who have identified their career direction. The office provides information, career counseling, and career-related programs for underclassmen in order to help them learn about various careers and the best ways to prepare for them. A counselor is also available to help students seeking summer employment and internships.

Services for upperclassmen and graduate students include workshops on resumé-writing, interviewing, and job-seeking skills; resumé-mailing to employers; individual career counseling; on-campus interviewing; job vacancy notebooks; a reference file for students in selected curricula, and an automated Job Hot-Line. Some services are limited to students in a UNC-Chapel Hill degree or certification program who are within two semesters of graduation.

Additional resources and programs include occupational and employer information, career panels, career and graduate/professional school fairs, and an automated alumni network service.

University Career Services is located in 211 Hanes Hall.

The **Student Health Service Hospital (SHSH),** located in a facility in the northeastern corner of the medical center complex, has overall responsibility for the health care of all University students. Any student who has paid the student health fee for the current semester or summer session is eligible for health care at the SHSH. The fee covers the cost of most services provided by SHSH professionals, including physicians, physician extenders, physical therapists, and mental health professionals. Laboratory and X-ray studies at SHSH require a copayment by the user.

Additional charges are made for after-hours care, inpatient rooms, drugs, miscellaneous supplies, and laboratory and X-ray studies which must be obtained from outside laboratories. Spouses not enrolled in the University as students become eligible by paying the student health fee at SHSH.

The SHSH provides a comprehensive program of health care delivery including general outpatient and inpatient medical care, a pharmacy, and specialized clinics in Allergy, Gynecology, Sports Medicine, and Mental Health. Additional services provided within SHS by specialists include the Orthopedics, Dermatology, and Dysplasia Clinics. There is an additional charge for these services.

Preventive services include immunizations and those other preventive services normally offered in any community or public health service facility. Immunizations are offered at reduced rates.

The Health Education staff provides programs in lifestyle self-care skills such as exercise, nutrition, weight control, chemical and substance abuse, and stress management. The Peer Drug and Alcohol Program provides educational programs.

The Contraceptive Health Education Clinic (CHEC) offers presentations on contraception, sexually transmitted diseases (STDs), acquired immune deficiency syndrome (AIDS), and other sexual health issues on individual (by appointment) or group (by request) basis. Fight AIDS Through Education (FATE) is an AIDS education outreach program focusing on concise, concrete information about AIDS and encouraging the use of decision making skills imparted by this program. Student Health Service serves as a confidential HIV testing site for students. Within the Health Education Section is a 24-hour Sexuality Hotline manned by peer sexuality educators.

The Wellness Resource Center is located in the Student Recreation Center and provides individual health assessment sessions plus scheduled group programs in health promotion.

Special multidiciplinary treatment teams assess and treat substance abuse and eating disorder problems. SHSH is an authorized site for assessment and follow-up of DWI (Driving While Impaired) convictions.

SHSH Office hours are 9 a.m. to 4:30 p.m. Monday through Friday and 9 a.m. to noon on Saturday. Students are seen on an appointment basis. Correct numbers for the various clinics are in the phone directory. After regular office hours and on weekends, physician extenders are available for acute care with medical and psychiatric backup. In general, students should go to the SHSH first. Major problems may be referred to the UNC Hospitals Emergency Room. Students should be aware that these services are not covered by the student health fee.

Because the health fee does not cover hospitalization, surgery, and intensive care, it is strongly recommended that students have additional health insurance. The University has made arrangements with Blue Cross/Blue Shield to offer group health insurance coverage including major medical benefits to enrolled single and married students, their spouses, and children. For information, contact Hill, Chesson, and Associates (Insurance Brokers), P.O. Box 3666, Chapel Hill, NC 27514. Telephone (919) 967-5900.

North Carolina law requires all new students at the University to document immunization records or undergo vaccination. Failure to comply results in cancellation of registration thirty days after classes begin.

The **International Center,** located in the Frank Porter Graham Student Union, assists students and faculty from other countries with their adjustment to life in Chapel Hill. The center advises individuals and University departments on regulatory matters pertaining to international students and faculty. Activities are offered which, in addition to helping international students benefit as much as possible from their stay here, also promote interaction between students from the United States and international students. The activities also encourage the University and local community to benefit from the presence of international students and faculty. Activities include a special orientation, the Host Family Program, the Speakers' Bureau, the English Conversation Partners Program, the International Women's English Conversation Group, lectures, discussions, and various cultural programs. The Class of '38 Summer Study Fellowships also are administered by the center.

Since its founding in 1860, the **Campus Y** has been a starting point for the development of many programs responding to students' concerns. In particular, the Y serves as a bridge between the University and the local community, providing opportunities for cooperation in addressing the needs of both groups. Students participate in Y-sponsored committees, some of which engage in community outreach (such as the Big Buddy, Elderly Exchange, and Tutoring programs), while some are concerned with social issues (such as Human Rights Week and the Women's Forum). Other Y committees are involved in global action (such as Hunger Responsibility and the South African Scholarship Fund) or in fund-raising for the Y (e.g., the Foot Falls Road Race).

In addition to involvement in these and other committees (29 this year), the opportunity exists for students to serve on the Y Student Executive Committee, for which elections are held in the spring. All students are welcome to visit the Campus Y office (in Room 102 of the Campus Y Building) to learn about volunteer service and University, local, and global issues.

The **Carolina Union**, located in the Frank Porter Graham Student Union Building, is governed by a Board of Directors made up of students, faculty, and staff of the University. The Carolina Union's role on the campus is to bring the diverse members of the campus community together through the provision of services, conveniences, amenities, and programs.

The Carolina Union Activities Board, a student organization, plans and implements the many social, cultural, educational, and recreational programs for the campus. Composed of a president and chairpersons of committees (selected through open interviews in spring semester), the Carolina Union Activities Board provides valuable experiences for the students involved. Students are welcome to join committees that create the many programs offered by the Activities Board.

The Frank Porter Graham Student Union building also houses the offices of major student organizations including Student Government, the Graduate and Professional Student Federation, the Black Student Movement, and Residence Hall Association. Several student media organizations reside in the building such as the *Black Ink, the Daily Tar Heel, The Phoenix, Cellar Door, Yackety Yack, WXYC,* and Student Television.

The Frank Porter Graham Student Union is the "living room of the campus." The Union provides convenient and comfortable lounge space, art galleries, a movie theater, bowling lanes, billiard tables, pinball and video games, big-screen TVs, food services, vending machines, and an information center and box office. The box office sells tickets to the yearly Carolina Union Performing Arts Series, which presents outstanding performers and performances in Memorial Hall. The Central Reservations Office serves recognized student organizations by scheduling meeting rooms in the Union and in other campus facilities.

The Carolina Union is the place to meet friends, to relax, to learn, to have fun, to get involved, and to just be—the place where the campus community comes together.

The Office of the Dean of Students (located in 01 Steele Building) is actively concerned with broad areas affecting student services and student involvement at the University. The staff operates as an advocate for student needs and as an information center for referrals and questions from throughout the University community. Among the staff's responsibilities is assisting the University in upholding its ideals of personal conduct - academic and nonacademic - through educating members of the University community about the student judicial system and through overseeing the system's operation. Staff members advise the Judicial Branch of Student Government and design programs to address campus issues, such as harassment and assault prevention, education, and response. The office advises the three Greek systems affiliated with the University. The office also helps students, parents, and University staff with personal problems or crises involving students.

Student housing is an integral part of the University's educational program. The primary objective of the **Department of University Housing** is to provide a physical and psychological atmosphere conducive to the development of each student's personality and abilities. The Department of University Housing is a part of the Division of Student Affairs.

The Director of the Department works with a professional staff who manages housing contracts and assignments, business affairs, residence life, maintenance and operation, and student family housing. Nearly 300 people make up the Residence Hall staff, which includes full time Area Directors for each residential area, Assistant Area Directors, a student Resident Assistant for each floor or wing, desk assistants, and secretaries. Area Directors and Assistant Area Directors have overall responsibility for the residence halls, including overseeing physical operation of the building, managing services provided to residents, and supervising residence hall staffs.

Resident Assistants work closely with University students, acting as an important source of help and information to residents, facilitating residence hall activities, and helping to fairly enforce the rules and regulations necessary to provide conditions which will enhance residents' personal, social, and academic development. The housing department/support staff includes 150 tradespeople and housekeepers.

Student Family Housing. UNC-Chapel Hill owns and operates 306 one and two-bedroom apartments for married and single parent students. The apartments are conveniently located in Odum Village, one mile south of the center of campus.

To be eligible for Student Family Housing, either spouse must be a registered, full-time student. For more information about Student Family Housing write to: Department of University Housing, Odum Village, CB# 5510, Chapel Hill, NC 27599-5510.

Student Activities

Extracurricular Involvement

Undergraduate students encounter many experiences outside the classroom which contribute to personal and skills development. Involvement in extracurricular activities is one such experience. Through meeting and working with others in extracurricular activities, students gain in self-understanding, develop relationships, establish personal values and beliefs, and further develop their abilities and intellect. Each year, approximately 300 extracurricular organizations are formed by students and recognized by the University. These organizations include academic groups, cultural and international, honorary and service societies, music and performance, publications and media, religious groups, social fraternities and sororities, sports and recreational activities, student government, and special interest organizations. This wide variety allows each student to select areas of particular interest, yet there are no limitations, as students may create new organizations if they have additional interests.

Opportunities also exist to gain leadership experience and skills by serving as officers of these organizations. Programmatic training in leadership development is offered to members of recognized organizations through the Office of N.C. Fellows/ Leadership Development in the Division of Student Affairs. There are also opportunities for involvement in community service and staff-related organizations on the campus, such as the Campus Y and the Carolina Union. Involvement in these organizations provides students with the potential for personal and skills development.

Students interested in learning more about how to get involved and about the opportunities available are encouraged to visit the Office of N.C. Fellows/Leadership Development at 01 Steele Building.

Recognition of Extracurricular Student Organizations

The University requires that extracurricular student organizations be officially recognized each academic year. This recognition process is designed to ensure that student organizations which are affiliated with the University do not discriminate on the basis of race, religion, national origin, handicap, age, veteran status, sex (or sexual orientation as defined by law). In addition, official recognition provides student groups with the following benefits: applying for use (through reservation) of specified University facilities, property, services, or equipment pursuant to the Facilities Use Policy; use of the University's name in the organization's title, so long as University sponsorship or endorsement is not implied or stated; the privilege of applying for funding from the Student Activity Fee which is legislatively apportioned by the Student Congress; and the assistance of University staff. Applications for official University recognition must be completed annually, in order to ensure that active students are aware of University policies and to provide staff with information concerning University-recognized student organizations.

Applications are available in the Office of N.C. Fellows/Leadership Development, 01 Steele Building. All information in and attached to the application is considered public information upon the granting of recognition.

Student Judicial Governance

For over a century, students at The University of North Carolina at Chapel Hill have accepted responsibility for their own conduct and discipline in academic and nonacademic affairs. Although the specific expectations with regard to student behavior have varied over time, the faith in the individual student's ability to conduct himself or herself in an honorable fashion has not changed. The trust bestowed upon students has precluded the necessity of any extensive system for monitoring student behavior inside or outside the classroom. There is no need for active proctoring of exams by instructors, or for oppressive supervision of student life outside the classroom. The honor system has helped to cultivate the environment of relaxed pursuit of academic and social activities enjoyed by the whole University community.

With this trust comes also an added degree of responsibility for students at UNC-Chapel Hill to uphold the commitment to live by two codes of conduct. The Honor Code forbids lying, cheating, and stealing by students in any academic process. The Campus Code sets student expectations outside the classroom, by requiring students to conduct themselves in a manner that does not significantly impair the welfare or the educational opportunities of others. Both the faculty and the administration at UNC-Chapel Hill have approved as a body these two codes, and the two groups continue to play an integral role in the student judicial system.

Each student's acceptance of enrollment in the University presupposes his or her commitment to the Honor Code and to the Campus Code, and to the principles of self-regulation on which their continued viability rests.

The Honor Code

It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.

Mutual Responsibilities of the Faculty and Students

(excerpted from The Instrument of Student Judicial Governance)

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. In relation to the Honor Code, therefore, specific responsibilities of the faculty which parallel the responsibilities of the students have been formally adopted by the Faculty Council.

A. Responsibility of Students
1. To conduct all academic work within the letter and spirit of the Honor Code which prohibits the giving or receiving of unauthorized aid in all academic processes.
2. To consult with faculty and other sources to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in the preparation of written work; and to identify allowable resource materials or aids to be used during examination or in completion of any graded work.
3. To sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.
4. To comply with faculty regulations designed to reduce the possibility of cheating - such as removing unauthorized materials or aids from the room and protecting one's own examination paper from view of others.
5. To maintain the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student yet to write that same examination.
6. To report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work. Such report should be made to the Office of the Student Attorney General or the Office of the Dean of Students.
7. To cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and trial of any incident of alleged violation, including the giving of testimony when called upon. Nothing herein shall be construed to contravene a student's rights enumerated in Section V.A.2.b. of the Instrument.

B. Responsibility of Faculty
1. To inform students at the beginning of each course and at other appropriate times that the Honor Code, which prohibits giving or receiving unauthorized aid, is in effect. Where appropriate, a clear definition of plagiarism and a reminder of its consequences should be presented, and the extent of permissible collaboration among students in fulfilling academic requirements should be carefully explained.
2. To identify clearly in advance of any examination or other graded work the books, notes, or other materials or aids which may be used; to inform students that materials or aids other than those identified cannot be used; and to require unauthorized materials or aids to be taken from the room or otherwise made inaccessible before the work is undertaken.
3. To require each student on all written work to sign a pledge when appropriate that the student has neither given nor received unauthorized aid. Grades or other credit should not be awarded for unpledged work.
4. To take all reasonable steps consistent with existing physical classroom conditions - such as requiring students to sit in alternate seats - to reduce the possibility of cheating on graded work.
5 To exercise caution in the preparation, duplication, and security of examinations (including make-up examinations) to ensure that students cannot gain improper knowledge of their contents.
6. To avoid, when possible, reuse of instructor-prepared examinations, in whole or in part, unless they are placed on reserve in the Library or otherwise made available to all students.
7. To exercise proper security in the distribution and collection of examination papers; and to be present in the classroom during an examination when the instructor believes that his or her presence is warranted or when circumstances, in his or her opinion, make his or her presence necessary.
8. To report to the Office of the Student Attorney General or the Office of the Dean of Students any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work. When possible, consultation with the student should precede reporting. Private action as a sanction for academic cheating, including the assignment for disciplinary reasons of a failing grade in the course, is inconsistent with faculty policy and shall not be used in lieu of or in addition to a report of the incident.
9. To cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and trial of any incident of alleged violation, including the giving of testimony when called upon.

The Campus Code

It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

All nonacademic conduct that infringes upon the rights or welfare of others at the University is thus embodied in the Campus Code. Violations of the Campus Code are handled in the same manner as violations of the Honor Code.

Procedure for Reporting. Violations of either the Honor Code or Campus Code should be reported to the Student Attorney General (Room 207 Carolina Union 966-4084) or the Office of the Dean of Students (Room 01 Steele Building 966-4041). If practicable, the observer can request that the accused student turn himself in for the alleged violation within 24 hours before the matter is directly reported. Faculty members who have cause to turn in a student should handle the case in the same manner.

Other Information. Complete information on the Student Judicial System including the Code of Student Conduct, procedures of hearings, appeals, sanctions, and guaranteed student rights may be obtained in the Instrument of Student Judicial Governance which is provided to each entering student and is always available in the Student Attorney General's office and the Office of the Dean of Students.

Student Government

The By-Laws of the Board of Trustees of the University invest in the Chancellor of the University "the duty... to exercise full authority in the regulation of student conduct and in matters of student discipline... " At the same time the Chancellor may delegate, and has delegated, authority to exercise disciplinary and administrative functions in student life to agencies of Student Government. Thus, within the context of this delegated authority and responsibility, the student body at the University has for decades been self-governing.

Student Government at Carolina is more than one hundred years old, and hundreds of students are involved in the various branches every year. From serving on the Board of Trustees to the appropriating of student fees, from instituting governmental service to enforcing the Honor Code, Student Government affects every day of student life.

The entire framework of Student Government's activities rests on its ability to maintain the foundation of administrator-student relations: The University should serve as an adviser - not as a supervisor to the student body. In order to enjoy this freedom, students at Carolina must be willing to take a certain amount of responsibility to develop their own lifestyles. Student Government serves to maintain this freedom and the advisory, not supervisory, relationship.

Almost from the University's beginnings in 1795, students shared in managing their own affairs. In the Dialectic and Philanthropic Debating Societies, the forerunner of the present Student Government was born. Every student at the University belonged to one or the other of these societies, and the organizations assumed responsibility for maintaining discipline.

In 1876 the Honor System officially ended all vestiges of the monitorial system; in 1904 a judicial body, the University Council, was established; in 1938 the Student Legislature was established; and in 1946 a written constitution was approved. In 1968 the coeducational Honor Court was formed out of the Men's Court and Women's Court to hear all Honor Code cases. The Instrument of Student Judicial Governance was ratified and put into operation in 1974.

Roughly patterned after the federal system of government with its three branches, Student Government at UNC-Chapel Hill consists of an executive branch, a legislative branch, and a judicial branch. Heading the executive branch is the President of the Student Body, assisted by the Vice President, Executive Assistants, and the Treasurer. The President designs a Cabinet and committees to work in areas of student concern.

Listed below are student officers and organizations:

A. Executive Branch
  1. Officers - President, Vice-President, Secretary, Treasurer, Executive Assistants, Elections Board Chair.
  2. Examples of committees that address various areas of student concern:
  Chancellor's Committees
  Campus Liaison
  Campus Security
  Chancellor's Committees
  Education/Academic Affairs
  Disability Services
  Parking
  Publicity
  Housing

B. Judicial Branch

Undergraduate Court. This body maintains original jurisdiction with respect to all violations of the Code of Student Conduct except those in which another court may have specified jurisdiction.

Office of the Student Attorney General. The staff investigates alleged violations of the Code of Student Conduct and brings to trial those charges sufficiently supported by evidence; the staff also advises and assists students accused of violations.

University Hearing Board. This court has original jurisdiction in cases deemed inappropriate for hearing within another court and appelate jurisdiction with respect to cases appealed from other courts.

Student Supreme Court. This body adjudicates all issues of law to be decided under the Student Government Code.

C. Legislative Branch

The Student Congress (SC). The legislative branch of Student Government is unicameral (one house), consisting of 29 representatives elected by the student body, with the President and the Treasurer of the Student Body serving as nonvoting ex officio members. The Speaker of the SC is elected from among the 29 representatives. Graduate and professional students and on- and off-campus undergraduates are proportionally represented in the Congress.

The Congress handles a vast amount of legislation and, as one of its primary responsibilities, prepares an appropriations budget. A predetermined amount, set by the Trustees, of fees paid by each student provides the source for the Student Government Budget.

The representatives are elected in the spring for one-year terms, and each member serves on one of three standing committees - Finance, Rules and Judiciary, and Student Affairs. A fourth committee, Ethics, is comprised of senior members of the Congress.

Facilities and Services

The University of North Carolina at Chapel Hill is determined to maintain physical and instructional facilities that respond to increased enrollments while remaining commensurate with the University's standards of academic excellence. Supplementary facilities and modern equipment have been added to older classrooms and laboratories, and new buildings have been constructed and new programs developed that aid the students' academic progress and enhance their total education. The following information describes the University's facilities and services.

The North Carolina Botanical Garden, located near the intersection of Manning Drive and Fordham Boulevard (15-501 Bypass) on the UNC-Chapel Hill campus, is a center for the study, display, interpretation, and conservation of plants and of the natural areas of which these plants are a part. The garden staff administers three properties: the 250-acre North Carolina Botanical Garden proper, the five-acre Coker Arboretum in the heart of the campus, and the 367-acre Mason Farm Biological Reserve. The garden has strong programs in native North Carolina plants and is the site of several garden collections, including the Mercer Reeves Hubbard Herb Garden, the Habitat Gardens, the Plant Families Garden, carnivorous plants, and aquatic plants.

The garden is an outdoor laboratory and museum that supports University teaching and research, but also offers a variety of opportunities for general education and quiet recreation, including display gardens, public classes, workshops and lectures, exhibits, and a system of nature trails. The garden has no admission charge and welcomes use by University students, faculty, and staff.

The Library System. The University's library system holds more than four million volumes, and is the twentieth largest in America and the second largest in the Southeastern United States. While undergraduates may use all of the various libraries in the system, the Robert B. House Undergraduate Library is specially designed to serve them. House Library contains a collection of 140,000 titles covering almost all subjects. It acquires multiple copies of heavily used books to make them more readily available.

In addition to such traditional services as the Reserve Reading Collection, the Undergraduate Library provides microcomputers for student use in a microcomputer laboratory, and films, videocassettes, compact discs, slides, and audio recordings in the Nonprint Collection. The Undergraduate Library also offers individualized term paper consultations.

The Walter Royal Davis Library is located just a short distance from the House Undergraduate Library. With its 3,000 seats, seven miles of books, and in-depth reference service, Davis is the main campus library. The Louis Round Wilson Library houses special collections such as the North Carolina, Southern Historical, and the Maps collections. In addition, a number of departmental and school libraries housed in buildings around campus support research in many disciplines with expert staff and specialized subject collections.

The **Ackland Art Museum,** on Columbia Street just south of Franklin Street, houses an internationally known collection of more than 12,000 works of art, ranging from ancient times to the present. The Museum is especially rich in European painting and sculpture of the Renaissance and Baroque periods and the nineteenth century, in Asian painting and sculpture, and in North Carolina folk art including wood carving, painting, and ceramics. The collections of old master and modern drawings and of nineteenth- and twentieth-century photography are among the most important in the Southeast. Groups of ten or more students may schedule tours of the Museum's collection by calling Carolyn Wood, University Educator: 966-5736 (voice) or 962-0837 (TDD).

Students with an interest in fine arts and public service are encouraged to become involved as volunteers at the Ackland. Volunteer docents, trained by the Museum staff, provide educational services to the University community, including gallery tours, lectures, and special programs organized in conjunction with temporary exhibitions.

Students also are encouraged to join the Museum's membership group, the Ackland Associates, at the student membership rate. Associates receive the Museum newsletter and are invited to a number of special events at the Ackland.

The **Research Laboratories of Anthropology** is one of the preeminent institutes for archaeological research in the South. Located on the first two floors of the Alumni Building, its facilities include laboratories, a library, a darkroom, microcomputers, and extensive collections of archaeological records and artifacts. These collections consist largely of materials excavated from North Carolina and adjacent states. They also contain ethnographic and archaeological specimens from Latin America, Europe, Africa, and Asia. Exhibits on North Carolina archaeology are maintained on the first floor of the Alumni Building and are open to the public during normal business hours.

This unit regularly holds public programs on archaeology for students and community members alike. It also provides numerous opportunities for undergraduates to participate in archaeological research. Students interested in archaeology are encouraged to visit the Laboratories.

The **Morehead Planetarium,** one of the largest planetariums in the United States, is located on the north end of the campus of the university. The Morehead Planetarium Building and grounds, complete with a 68-foot, domed Star Theater and Zeiss Model VI Star Projector, scientific exhibits and classrooms, 24-inch Cassegrain reflecting telescope and observation decks, Visitors' Center, art galleries, rose gardens, and massive sundial were built for students of all ages with all interests.

Public planetarium shows every evening at 7:30 and 8:30 and live sky shows narrated by planetarium staff members on Friday evenings at 7:30 teach the public about the lunar landings, UFOs, the travels of Voyager, black holes, the Big Bang, and more. Weekend matinees include children's shows. Many of the planetariums shows are completely original, written and produced on location at the Morehead. Wide angle films and laser shows are a few more specialties the Morehead Planetarium offers. Noncredit classes for adults and children, special courses for teachers, memberships for students, individuals, and families and public viewings of astronomical events, special events, and lectures keep the community involved in the planetarium's activities.

The Morehead Planetarium Building was a gift of John Motley Morehead III (1870-1965), class of 1891, whose mission of educating the community lives on. Since 1949, the Star Theater has been a giant classroom for students, teachers, school groups, senior citizens, youth groups and the general public. As the United States space program began, the Morehead was right there, providing training for U.S. astronauts from the Mercury program to the Apollo-Soyuz program.

The building houses special rooms for university functions, a 400-seat banquet hall, faculty meeting rooms and lounges and facilities for administration of Morehead Foundation programs.

University News Services is the official media relations agency of the University.

News Services' mission is to keep the people of North Carolina and the nation informed about the excellence of the University's education, research, and public service.

The News Services meets the University's media relations needs by:

- Writing, editing, and distributing news releases; advising the media of upcoming events; suggesting news and feature stories; and providing opinion columns and photographs on topics ranging from upcoming cultural events to the latest University research.
- Operating the Carolina Newsline, a toll-free service providing taped interviews and stories to N.C. radio stations.
- Responding to media requests for expert faculty sources, story ideas, and general information about the University.

News Services also counsels administrators, faculty, staff, and students about sound media relations practices. Established in 1918, News Services is one of the oldest offices of its kind in the United States.

The Office of Information Technology (OIT) services encompass information processing, distribution, and presentation using computers, networks, video, and a variety of classroom media. For computer users on campus, OIT supports mainframe, supercomputing, workstations, and microcomputing in networked and stand-alone environments. OIT hardware includes an IBM 3090-170J running both MVS/ESA and VM/XA operating systems, a DEC VAX 6620 running the VMS operating system, and a Convex C3840 running ConvexOS (a Unix-based operating system), and access to a Cray Y-MP supercomputer at the North Carolina Supercomputing Center (NCSC) in Research Triangle Park.

OIT also makes available a variety of workstations for public evaluation. Through networking infrastructure, the University is linked to computers and other users worldwide, includ ing national and international electronic mail (e-mail) services. Recently developed user-friendly search software, including WAIS and Gopher, allows computer users at UNC-Chapel Hill to check library sources, data and information bases around the world with speed and efficiency.

In addition, OIT offers a wide range of system software from sophisticated molecular modeling, genetic programs and other biostatistical applications to more general graphics, data management, and text processing. For the microcomputer user, OIT supports 14 networked microcomputing facilities across campus and in selected dorms offering DOS and Macintosh machines, printers, and varied software.

The Info system is a university information base containing information from the undergraduate catalog, directories for students, faculty and staff, and a full-service information system about the University and current events. Info may be accessed from personal computers equipped with communications software, or it may be viewed at several Info terminals around campus, including the libraries, Student Union, the Visitors' Center in Morehead Planetarium, and other high-traffic areas. OIT offers support to campus computer users, from questions about word processing and statistical analysis software to system upgrades for personal microcomputers. A walk-in Mainframe Help Desk is in the basement of Phillips Hall, and User Service staff also take questions by telephone. Additionally, there is a Microcomputing Help Desk in the House Undergraduate Library.

Members of the University may take free courses on systems and software at the OIT Training Center in Hanes Hall. OIT is proud to provide classroom computing, media, and video communications support to the campus. Computer Classrooms feature hands-on workstations for students and instructors, while Master and Media-Intensive Classrooms contain a wide range of computer and media equipment. OIT's teleclassrooms and videoconference facilities enable UNC-Chapel Hill to participate in live, two-way video classes and conferences with other North Carolina universities and research institutions connected to the Concert microwave network. In addition, OIT supports the campus video cable system and provides satellite uplink and downlink services.

Physical Education facilities include Woollen and Fetzer gymnasiums; Carmichael Auditorium, the Dean E. Smith Center, indoor and outdoor pools, Finley Golf Course, Boshamer Baseball Stadium, Kenan Stadium, Koury Natatorium, and many athletic fields and tennis courts.

Physical education and athletics play an important role in undergraduate activity. Formal courses in physical education are required of freshmen. Varsity teams compete with those of comparable institutions and sometimes achieve national rankings. Intramural teams are numerous, and competition among residence halls, fraternities, and sororities is spirited.

PlayMakers Repertory Company is a full-season professional Equity theatre—a member of the League of Resident Theatres, a national association of nonprofit regional theatre—located on campus and associated with the Department of Dramatic Art. Each year a number of guest professional directors, designers, and actors work with the resident company of faculty and students to produce six plays. The varied repertory includes a mix of classic and modern plays over a forty-week season.

Undergraduate students have the unique opportunity to work with resident and guest artists in every aspect of the professional theatre: administration, stage management, box office, costumes, properties, set construction, lighting, sound, assistants to the directors, and acting (in appropriate roles). Auditions are held regularly for productions with Playmakers Repertory Company and with the Department of Dramatic Art, including the Lab Theatre (the student-produced undergraduate theatre). Departmental productions are produced in three theatres on campus: the studio theatre (in Graham), the Playmakers Threatre, and the Paul Green Theatre.

WUNC (FM) has been licensed to The University of North Carolina at Chapel Hill since 1952. In 1976 the station was recognized as a full-service public radio station by the Corporation for Public Broadcasting and became a member of National Public Radio. WUNC operates as a noncommercial educational station, partially supported by listener contributions, with 100,000 watts of power at 91.5 FM. The station offers educational and cultural programming as a public service to the community and provides training opportunities for students under the direction of its professional staff.

WXYC radio, at 89.3 FM, is licensed to the students of UNC-Chapel Hill and the Chapel Hill community. Founded in 1977, this alternative music station is run primarily by students, who make up almost 85 percent of the approximately 130 people involved in the station's operation. Block programming at WXYC is limited, with an emphasis instead on an eclectic mix of musical offerings. One third of the music is less than two months old (including music from local bands), and the rest is drawn from the last 50 years, including rock, jazz, blues, reggae, and folk.

The emphasis is on variety and a balanced mix of the familiar, new, and unusual. DJs at the station are knowledgeable about the history of alternative music and about current directions. WXYC is located in Room 234 of the Frank Porter Graham Student Union.

Cultural and Religious Activities

The **Department of Music** sponsors concerts on Tuesday evenings and Sunday afternoons and evenings that feature performances by faculty, guest artists, and student ensembles. General student recitals occur on Wednesdays at 4 p.m. and degree recitals are given by students throughout the year at times to be announced.

Special events include the Annual Jazz Festival, Meet-the-Composer concerts, and lectures by visiting scholars. The Ensemble Courant, a professional ensemble that performs on original instruments, is based in the Department and each year presents a subscription series on campus. Students are encouraged to participate in the Department's many musical ensembles and activities.

The **Department of English** sponsors a year-long program of public lectures and readings by students, teachers, and local writers. There are frequent public lectures and readings by visiting scholars and writers. When new books are published by local writers, receptions, and autograph parties are held in the Student Bookstore.

The **Carolina Symposium** and the **Fine Arts Festival,** held in alternating years, provide extensive exploration of topics of interest to the University and to the region. Distinguished speakers, panel discussions, and exhibitions are featured. The programs draw on both local and national resources, and are planned and presented by committees composed of students and faculty and sponsored by contributions from various student groups, student government, the University administration, and other sources.

The **UNC Debate Program** of the Department of Speech Communication is open to all undergraduate students interested in competition in intercollegiate debate. Students prepare to debate both sides of a policy resolution, which stays the same all year, and compete as two-person units.

Religious Life Council

Baptist Campus Ministry 942-4266
203 Battle Lane
Robert M. Phillips

Campus Christian Fellowship 942-8952
Church of Christ/Christian Church
204 Glenburnie St.
Frank Dodson

Campus Crusade for Christ 968-3693
602 Robert Hunt Drive
Hugh Jones

International Students Incorporated 929-1544
104 Rain Tree Lane
Mark McGeever

Inter-Varsity Christian Fellowship 967-4410
2216 Pathway Drive
Rich Henderson

Latter Day Saints Campus Ministry 967-6322
400 Country Club Road
Robert Lee

Lutheran Campus Ministry 942-2677
300 E. Rosemary Street
Larry Hartsell

Wesley Foundation/United Methodist 942-2152
214 Pittsboro St.
Manuel Wortman

Finances and Financial Aid

Student Finances

Living Expenses

The estimated expenses for an academic year (two semesters) are approximately $7,148.00 for an in-state and $14,296.00 for an out-of-state student. These expenses are listed separately below.

Tuition and fees are assessed on a semester basis and are due prior to registration. Students registering in Telephonic Registration Period I (TR I) will be mailed a bill at their grade/billing address prior to the beginning of that term. Tuition and fees must be paid or deferred by the due date on the bill to avoid registration cancellation. Students who are receiving financial aid and wish to defer these charges must complete the Tuition and Fees Deferment Form on the back of the bill, and send it to the University Cashier along with a payment for any unfunded balance by the due date on the bill. Students registering in Telephonic Registration Period II (TR II) must either pay tuition and fees or turn in a Tuition and Fees Deferment Form (obtained at the University Cashier's Office) for any financial aid awarded and pay any unfunded balance prior to being cleared to register.

It is very important for students to obtain a copy of the *Directory of Classes,* published by the University Registrar prior to each semester or summer session, and follow instructions concerning payment/deferment due dates, to avoid registration cancellation. If the student's grade/billing address is that of a parent, the student should notify the parent of the importance of the due date on the bill—that a registration cancellation will occur if either the full payment or the deferment and payment for any unfunded balance are not received on time.

Payments may be made in advance in person or by mail. To avoid the inconvenience of standing in line to make a payment, please mail your check (payable to the University of North Carolina at Chapel Hill), Mastercard, or Visa payment to the University Cashier, CB#1400, 103 Bynum Hall, UNC-Chapel Hill, Chapel Hill, NC 27599-1400. Show your full name and student ID number on all payments. The University does not release an official transcript unless tuition, fees, and other obligations due the University have been paid.

Room rent is payable in advance for each semester. There is a minimum board plan of $100.00 per semester for students living in University residence halls.

The estimated expenses for an undergraduate student for an academic year include:

	NC Resident	Nonresident
Tuition	$ 846.00	$7,888.00
*Fees	608.00	608.00
Books and Supplies	600.00	600.00
Dormitory Room Rent (Average double room)	1,976.00	1,976.00
Meals (Approximately)	2,074.00	2,074.00
Personal Expenses (Approximately)	1,150.00	1,150.00
TOTAL	**$7,254.00**	**$14,296.00**

*Seniors: Add $2.00 for senior enhancement fee.

Required Student Fees include Educational and Technology fee, Student Union operating expenses, Student Health Service, Athletic Association, Student Union, Student Activity, Student Recreation Center, Student Recreation, and Student Services Facility - Debt Retirement, Telephonic Registration and Transportation Fee. All new students are required to pay in addition an Orientation Fee (Freshmen, $35.00, Junior Transfer Students, $22.00) and an ID Card Fee ($5.00) for their initial semester.

In addition to the above fees, special lab and course fees may be charged per semester as follows:

Drama
DRAM 15 $20.00
DRAM 16 $20.00
Nursing
NURS 56 $145.00
NURS 59 $145.00
NURS 66 $145.00
NURS 71 $145.00
NURS 73 $145.00
NURS 74 $145.00
NURS 75 $145.00
NURS 93 $145.00
Public health
BIOS 191 $ 25.00
ENVR 164 175.00
ENVR 165 200.00
HBHE 90 100.00
HPAA 98 400.00
NUTR 140 50.00

Late Payment Fee - $10.00; Returned Check Fee - $20.00; Late Registration Fee - $10.00

Each student is responsible for payment of his or her University bills. If someone other than the student is responsible for paying the bill, the University Cashier should be notified well in advance so that a bill may be sent to the proper person or agency in order that payments can be made when due.

Students who are expecting to receive financial aid or scholarship funds should bring with them sufficient funds (cash or traveler's checks) to take care of living expenses for approximately fifteen days. This should provide sufficient time for financial aid or scholarship funds to be made available.

The last day to reduce a course load for credit on a student's financial account is two weeks from the first day of classes for each semester. Dropping the only course requires official withdrawal.

In case of withdrawal from the University, tuition and fees will be prorated over a period of nine weeks at a rate of one-tenth of the semester's bill after deduction of a $25.00 administrative charge. The last date for credit on a student's financial account for withdrawal is nine weeks after registration. Withdrawal credit cannot be refunded until one week after the withdrawal has been posted to the student's account.

Banking Arrangements

Before coming to Chapel Hill, students should carefully consider plans for handling their financial affairs. It is strongly recommended that each student open a bank account at a local bank. This may make banking matters more convenient.

Local banks are eager to serve students. However, because of the transient nature of the student population, banks may be hesitant about cashing checks drawn on out-of-town banks.

Statutory Provisions Offering Lower Tuition Rates

Legal residents of North Carolina who meet the requirements of N.C. Gen. Stat. 116 - 143.1 are entitled to pay a lower rate of tuition than nonresidents. Members of the armed services, and their qualifying dependent relatives, who are not North Carolina legal residents may be allowed to pay tuition at less than the nonresident rate if they meet the requirements of N.C. Gen. Stat. 116 - 143.3 All students are responsible for being aware of the requirements concerning residence status. A full summary of information on these two provisions is set out in the Appendix.

Residence Hall Room Rent

Prior to the beginning of fall semester, the Housing Department will accept application-contracts on a two-semester basis only. A $75.00 pre-payment must accompany all applications for housing; $25.00 of this pre- payment applies to fall rent and the remainder to spring rent.

The room rent for the first semester a student will be enrolled in the University is due by a specified date several months in advance of his or her actual enrollment. There is a minimum board plan of $100.00 per semester for all students living in University residence halls. Most scholarships, grants, and loans which have been approved for students may not be used to meet these payments, as such funds cannot be made available to students for use before actual enrollment in Chapel Hill for the first semester. An exception to this policy is made when aid is administered through the UNC-Chapel Hill Office of Scholarships and Student Aid. That office can then issue a deferment card for the housing prepayment.

Questions should be addressed to the Department of University Housing, CB# 5500, Carr Building, UNC-Chapel Hill, Chapel Hill, NC 27599-5500.

Scholarships and Financial Aid

The University of North Carolina at Chapel Hill has a longstanding commitment to assure that qualified students have the opportunity to study at the University, regardless of their ability to pay the full costs of attendance. Tuition at UNC-Chapel Hill is lower than at most other major universities, and an education at the University is an outstanding value.

To help students meet their costs, the University provides through the Office of Scholarships and Student Aid a comprehensive program of financial aid. Scholarships, grants, loans, and job opportunities are awarded to meet the difference between the costs of attendance and the amount the student and family should be able to pay toward expenses. There are also loan programs open to all students, regardless of financial circumstances. A limited number of academic scholarships are awarded to entering freshmen with exceptional academic ability.

The Office of Scholarships and Student Aid awards and administers almost $50 million in financial aid to more than 8,000 students. Scholarships and financial aid funds come from federal, state, University, and private sources, and awards are made according to procedures established by donors and agencies and to policies developed by the University Committee on Scholarships, Awards, and Student Aid.

Eligibility for Need-Based Financial Aid

To receive financial aid from programs administered by the Office of Scholarships and Student Aid, a student must be enrolled at least half-time and making satisfactory progress toward the completion of a degree or certificate from the University. The student may not be in default on a loan previously received for college expenses nor owe a refund on a scholarship, grant, or loan from an earlier enrollment period. In addition, the student must establish by information reported on the application form that the financial resources of the student and family are not sufficient to meet the costs of attending the University.

Federal Aid Programs: To measure eligibility for federal student aid funds, the financial circumstances of the student and family will be reviewed according to methodology established by the U. S. Congress. The standard need analysis takes into consideration the income and assets of the student and family, the number of persons in the household and the number in college, taxes paid, medical expenses, and other relevant factors. The guidelines expect the student to contribute to costs with earnings during the summer and/or school year, based on the amount earned by the student during the previous year. Scholarships and other awards from private sources are also considered in determining eligibility for federal funds.

University Scholarships and Grants: Undergraduate students are considered for scholarships and grants based on an analysis of family financial circumstances according to methodology used by many colleges and universities to award institutional funds. The home equity of the family is reviewed, as well as other income and assets which may not have been treated in the calculation of federal aid eligibility. A student is expected to contribute a minimum amount to educational costs, regardless of income earned during a previous year. The amount of eligibility for University scholarships and grants is usually less than federal aid eligibility, but scholarship and grant funds are often combined with federal aid to provide a total package of assistance. In awarding University scholarships and grants, the Office of Scholarships and Student Aid will consider the student's characteristics and match the student with funds for which he or she may be uniquely qualified. Specific criteria may include academic achievement, home county or state, and leadership experiences.

Applying for Need-Based Aid

The application process for need-based scholarships and financial aid requires careful completion of appropriate forms, attention to deadlines, and prompt response if additional information is requested. Financial aid funds are limited, and the most beneficial types of aid - including University scholarships and lower-interest loans - are awarded first to students whose files are completed accurately and on time.

Preference Deadline: The Office of Scholarships and Student Aid gives priority for financial aid to students who submit the necessary forms by March 1 prior to a summer or academic year enrollment. An entering student should not wait for a notification of admission but should file the necessary forms by the priority date, even if he or she has not decided which college to attend. Returning students should also meet the March 1 priority filing date. Timing of financial aid award notices is dependent on the application filing date, and only those students who apply by March 1 can expect to have funds delivered at the beginning of the school year. Late applications will be considered as time and resources permit.

Application Forms: All students - undergraduate, graduate, and professional - who apply for need-based financial aid through the Office of Scholarships and Student Aid must complete the **Free Application for Federal Student Aid (FAFSA).** The form collects basic information about the financial circumstances of the student and family so that eligibility for federal aid programs can be determined. The FAFSA may be obtained from high school counselors and college financial aid offices and in person at the UNC-Chapel Hill Office of Scholarships and Student Aid. (The FAFSA can be mailed from the Office of Scholarships and Student Aid if the form is not available in the student's local area. The student should allow 2 - 3 weeks for delivery.) There is no fee for processing the FAFSA, and it must be sent to the federal processing agency with the UNC-Chapel Hill code number 002974 listed in Section H. Students who applied for federal student aid in the previous year may receive a **Renewal Application** directly from the Department of Education, and the renewal form may be used in place of the FAFSA. The form is preprinted with data reported by the student in the previous year, and the current year's data must be edited and updated. The student must check that information is to be sent to UNC-Chapel Hill.

Undergraduate students must also complete the **Financial Aid Form (FAF)** of the College Scholarship Service in order to be considered for University scholarships and grants. The FAF can be obtained from high schools counselors, from many college financial aid offices, and in person at the UNC Office of Scholarships and Student Aid. In completing the FAF, the student should list the UNC-Chapel Hill code number 5816 in Item 42. There is a processing fee which must be sent with the FAF to the College Scholarship Service.

Financial Aid Transcript: A student who attended other colleges or universities before coming to UNC-Chapel Hill must have a FAT completed by the financial aid office of each prior school. The form is required whether or not the student received aid from the previous institution. The FAT form can be obtained from the UNC Office of Scholarships and Student Aid and copies may be duplicated as needed for several schools.

Award Decisions: An entering undergraduate student who files an application for financial aid by the March 1 priority date and provides any requested additional information promptly can expect to receive an award decision by May 1. Returning undergraduate students who meet the March 1 filing date are usually be notified in early July. Both entering and returning graduate and professional students are usually informed of aid decisions in July if applications are filed by March 1. Students who do not meet the March 1 preference deadline cannot be assured of award notifications nor of the delivery of funds until after the beginning of the enrollment period.

Types of Need-Based Financial Aid

Financial aid at UNC-Chapel Hill consists of scholarships, grants, loans, and jobs, awarded singly or in combination to meet a student's financial aid eligibility. When a student applies for need-based aid, he or she will be considered for all types of assistance for which he or she is eligible, including scholarships for undergraduates. The student does not need to indicate an interest in specific scholarships nor a preference for gift funds. The award will include as much scholarship or grant as resources will permit. Remaining aid eligibility for undergraduate students will usually be met by the offer of a loan, a part-time job, or both. Graduate and professional students will receive loans and/or work to meet any eligibility remaining after awards from schools or departments.

General Scholarships: University scholarships are awarded by the Office of Scholarships and Student Aid to undergraduate students who have financial aid eligibility and above average academic records. Some general scholarships are supported by state appropriations and special sources, such as income from Student Stores and from trademark royalties. Other awards are made possible by gifts to the University from its benefactors. General scholarship awards range in value from $100 to $3,000 per year, depending upon the student's eligibility and academic achievement and on the availability of funds.

Special Scholarships: The Office of Scholarships and Student Aid administers several competitive scholarship programs to recognize and encourage academic excellence. An award will meet a student's financial aid eligibility according to the methodology for University scholarships. If a recipient has federal financial aid eligibility beyond the amount of the scholarship, the student may receive additional assistance from federal student aid programs. A separate scholarship application is not required; students who apply by March 1 for need-based aid and for University scholarships will be considered.

The **James M. Johnston Awards** are the most attractive need-based scholarships offered by the University. Every year, approximately 75 entering freshmen are chosen to be Johnston Scholars, based on outstanding high school records and leadership potential. The Johnston Awards Program seeks to develop for Scholars a sense of community within the University. Special programs are offered to enrich educational experiences and expand personal development, including faculty mentors, peer counselors, leadership development activities, and Johnston Honors Seminars. A number of Johnston Awards are made to students in the School of Nursing.

Other distinguished scholarships awarded to entering freshmen who apply by March 1 include the **Josephus Daniels Scholarships, the Mark R. Braswell Scholarships, the Fred W. Morrison Scholarships, the Herbert D. and Mayme C. Pegg Scholarships, and the Caroline and Thomas Royster Scholarships.** Upperclass students are considered for the **William A. Whitaker Scholarships,** and students in the Kenan-Flagler Business School may receive **Marvin B. Smith Scholarships.**

Grants: Undergraduate students who apply for need-based financial aid will be considered for grant assistance. Awards are made from the federal Supplemental Educational Opportunity Grant Program and from limited University grant funds. These awards may range in value from $100 to $3,000, depending upon the student's financial aid eligibility.

The **Federal Pell Grant Program** provides assistance directly to eligible first-degree undergraduate students. These awards are targeted to the most needy students, and eligibility is measured by a formula approved by the U. S. Congress. A Pell Grant award for an eligible student will be included as part of his or her financial aid package.

With funds appropriated by the North Carolina General Assembly and allocated by the Board of Governors, black students who are residents of North Carolina may be considered for **Minority Presence Grants.** Awards are based on financial aid eligibility and are usually awarded only to entering students.

Need-Based Loans: The Office of Scholarships and Student Aid administers a number of student loan programs, both federal and institutional, which provide low-interest, long-term loans to undergraduate, graduate, and professional students who have financial aid eligibility under federal guidelines. Most financial aid packages to undergraduate students include assistance from one or more loan programs, and the majority of aid to graduate and professional students is from loan sources. Students are encouraged to borrow as little as possible in order to limit the repayment burden. The Office of Scholarships and Student Aid reserves the right to determine which loan source is most appropriate for the student, based on the funds available at the time an award is made. All loans require the execution of a promissory note, and the borrower must agree to repay the loan on a regular monthly basis after he or she leaves the University.

The **Federal Perkins Loan Program** is supported by federal allocations and by loan repayments from previous borrowers. There is no interest while the student is in school, and repayment at five percent begins six to nine months after termination of student status. The program calls for deferment of payments under certain circumstances and for partial cancellation of the loan if the borrower is fulfilling specific teaching or military service.

The Office of Scholarships and Student Aid may recommend a **Subsidized Federal Stafford Loan** as part of a student's financial aid award. Loans are available from the College Foundation, North Carolina's primary lender, or from lending agencies in each of the states. If a student is recommended for a Subsidized Stafford Loan, he or she will be sent information from the Office of Scholarships and Student Aid about completing the application process with an appropriate lender. The student will be charged origination and insurance fees of up to four percent, to be deducted from each loan disbursement. Interest of six to eight percent usually begins nine months after a borrower terminates student status. The student must sign a promissory note with the lender, agreeing to repay the loan after enrollment and deferment periods are over.

Students in certain medical and allied health programs at the University may be eligible for loans from the **Health Professions Student Loan Program.** Interest rates are comparable to those for other loan assistance and repayment begins after termination of student status or completion of deferment periods.

Employment: Many students work in part-time jobs, on and off campus, to meet a portion of their University expenses. Employment can provide not only a source of income, but also a valuable work experience.

Funds are provided by the federal government and matched by the state for **Federal Work-Study Program** jobs in many University departments and offices and, on a limited basis, in off-campus agencies. A Work-Study job may be included as part of a financial aid package. Undergraduate students are placed in hourly-paid jobs which require nine to twelve hours per week, paying more than the federal minimum wage. Students who remain in the same Work-Study job from year to year will receive an annual increase in the wage rate. Graduate students may be assigned a Work-Study Assistantship, with teaching and research responsibilities in their major departments or schools. Beginning in 1994-95, a number of job opportunities will be available in public service agencies on and off the campus as part of the national emphasis on community service employment. Students may select Work-Study jobs suited to their skills and interests.

Non-Need Based Loans

Students who do not meet eligibility requirements for need-based aid, or who must have funds in addition to need-based aid, may apply for federal loans which are not based on the financial circumstances of the student and family. An undergraduate dependent student may borrow from the **Unsubsidized Federal Stafford Loan Program,** up to the amount of annual eligibility for Stafford Loans but not to exceed the difference between costs of attending the University and other financial aid awards. Annual loan limits for Stafford Loans, from the subsidized and unsubsidized programs combined, are $2,625 for freshmen, $3,500 for sophomores, $5,500 for juniors, seniors, and fifth-year students. Independent undergraduate students can borrow up to $6,625 for the first year, $7,500 for the second year, and $10,500 for the third and subsequent years. Graduate and professional students may receive up to $18,500 per year. Borrowers are responsible for interest payments of six to eight percent during in-school and deferment periods. Unsubsidized Stafford Loans have origination and insurance fees of up to four percent, deducted proportionately from each loan disbursement. Just as with Subsidized Federal Stafford Loans, there are lending agencies in each state, and the College Foundation is the primary lender in North Carolina. Students who wish to be considered for Unsubsidized Stafford Loans, either as the only aid source or in addition to need-based aid, must submit to the Office of Scholarships and Student Aid a special request form for Unsubsidized Stafford Loan consideration.

The parents of undergraduate students who do not receive need-based aid, or who must have additional assistance, may apply for Federal PLUS Loans. These loans, like Stafford Loans, are made by lenders in each of the states, including the College Foundation in North Carolina. A parent with a good credit history may borrow up to the difference between costs of attending the University and any other assistance the student may be receiving. However, federal regulations require that the full amount of the student's eligibility for Subsidized and Unsubsidized Stafford Loans be considered before the parent receives a PLUS Loan. A parent who is interested in the PLUS Loan Program should obtain an application form from the lender of choice and submit the application to the Office of Scholarships and Student Aid for certification. The interest rate on PLUS Loans ranges from six to nine percent; origination and insurance fees of up to four percent are charged. Repayment generally begins within sixty days after disbursement of the loan.

Academic Scholarships

The University offers competitive scholarships for entering freshmen to recognize and encourage academic excellence in undergraduate education. Selection is based on academic performance in high school and promise for continued success at the University. Eligibility for need-based financial aid is not considered. Award decisions are made in early spring.

The **John Motley Morehead Awards**, awarded by the Morehead Foundation to approximately fifty students each year, provides scholarships to incoming freshmen. Scholarships are renewable annually and are designed to cover four years of study at the University. A student may not apply for a Morehead Award, but must attend a school eligible to participate in the Morehead Program and be nominated by that school to compete for the scholarship. Morehead Scholars are selected by the Morehead Selection Committee on the basis of scholarship, leadership, character, and physical vigor. In addition to receiving an annual stipend, Morehead Scholars are eligible to participate in the Morehead Foundation's Summer Enrichment Program.

The **Joseph E. Pogue Scholarships** are funded from a benefaction to the University by the late Dr. and Mrs. Joseph E. Pogue. Renewable awards are made to entering freshmen from North Carolina, with special attention to outstanding minority students. Superior academic merit, leadership potential, and evidence of responsible citizenship are the primary criteria in selecting recipients. The value of the scholarship for students selected in 1994-95 is $6,750 per year. Information and an application form for the Pogue Scholarships can be obtained from the Office of Undergraduate Admissions or the Office of Scholarships and Financial Aid.

The **College Fellows Awards** are made possible by endowments established in the Arts and Sciences Foundation. Awards are made to a limited number of outstanding North Carolina students in the entering freshmen class. The awards range in value from $2,000 to $5,000 per year, renewable through a recipient's senior year. There is no separate application process. Fellows are selected on the basis of information on the application for admissions.

The **William Richardson Davie Scholarships** are provided from unrestricted University funds to selected entering freshmen on the basis of academic achievement, leadership qualities, and potential for success at the University. A Davie Award provides $2,000 for an in-state student and $8,500 for an out-of-state student, renewable for undergraduate study. There is not a separate application form; students are considered for the Davie Scholarships on the basis of their admissions credentials.

Established in 1938, the **Herbert Worth Jackson Scholarships** recognize superior ability and encourage continued excellence among undergraduate students. Renewable awards of $2,000 per year are made to a limited number of entering freshmen from North Carolina. Students are considered on the basis of credentials presented in the admissions process; there is no separate application form.

Information and Instructions:

Students who are interested in applying for need-based financial aid, for non-need-based loans, and/or for academic scholarships may obtain additional information and instructions from the Office of Scholarships and Student Aid, The University of North Carolina at Chapel Hill, 300 Vance Hall, P. O. Box 1080, Chapel Hill, NC 27514.

UNC-Chapel Hill Regulations and Policies

The personal conduct of the University student is subject to the moral and legal restraints found in any law-abiding community. Additionally, the Honor Code and the Campus Code are positive forces for good citizenship, not exemptions from its sterner responsibilities. University regulations therefore are not specifications for acceptable conduct or detailed lists of offenses subject to penal action. They are intended to provide an informational basis for systematic procedures and equitable decisions in many situations involving individual students and officers of the University.

Code of the University of North Carolina (1975)

Section 502D(3) - Subject to any policies or regulations of the Board of Governors or the Board of Trustees, it shall be the duty of the Chancellor to exercise full authority in the regulation of student affairs and in matters of student discipline in the institution. In the discharge of this duty, delegation of such authority may be made by the Chancellor to faculty committees and to administrative or other officers of the institution, or to agencies of student government, in such manner and to such extent as may by the Chancellor be deemed necessary and expedient. In the discharge of his duty with respect to matters of student discipline, it shall be the duty of the Chancellor to secure to every student the right of due process and fair hearing, the presumption of innocence until found guilty, the right to know the evidence and to face witnesses testifying against him, and the right to such advice and assistance in his own defense as may be allowable under the regulations of the institution as approved by the Chancellor. In those instances where the denial of any of these rights is alleged, it shall be the duty of the President to review the proceedings.

Alcoholic Beverages

The University's Policy on Student Possession and Consumption of Alcoholic Beverages in Facilities of The University of North Carolina at Chapel Hill sets forth the conditions under which alcoholic beverages use consistent with Federal, State, and local laws and ordinances is permitted in University facilities and on University property.

North Carolina Statutes and Local Ordinance Pertaining to the Possession, Use, and Consumption of Alcoholic Beverages:

A. Generally, persons who are twenty-one (21) years of age or older may purchase, possess, or consume alcoholic beverages containing less than fourteen percent (14) of alcohol by volume (beer and unfortified wines). (General Statute 18B-300) There are some exceptions to this statement, and individuals are responsible for knowing what those exceptions are.

B. Persons who are twenty-one (21) years of age or older may purchase and possess at their home or temporary residence alcoholic beverages containing more than fourteen percent (14) of alcohol by volume (fortified wine and spirituous liquors). (General Statute 18B-301)

C. It is unlawful for any person under twenty-one (21) years of age to purchase, possess, or consume any alcoholic beverage; for anyone to sell or give to, or to aid or abet such a person in purchasing, possessing, and consuming any alcoholic beverage. (General Statute 18B-302)

D. Under no circumstances may alcoholic beverages of any kind be sold by any person, organization, or corporation on the campus of the University. (General Statute 18B-1006[a]) Both direct and indirect sales are unlawful.

E. Chapel Hill ordinances provide that it is unlawful to consume any alcoholic beverage in a public place.

In relation to alcohol, as in other matters, all members of the University community are expected to act as adults, to obey the law, to obey University policy, and take personal responsibility for their conduct. Individuals of any age who violate University policy or who threaten disorder, public disturbance, danger to themselves and others, or damage to property will be subject to disciplinary action.

Emergency Disciplinary Action

The responsibility for assuring reasonably safe conditions on campus occasionally requires that emergency action be taken to separate a student from the University, in order to protect University property or members of the University community or to prevent disruption of the academic process. The Chancellor has, therefore, created the Committee on Problem Admissions and Extraordinary Disciplinary Emergencies. The Committee acts only, with respect to disciplinary matters, when no other administrative solution, including action by the Student Judicial System, is in its judgment adequate to deal effectively with the situation.

Students whose cases may require action by the Committee fall into four categories:

A. Applicants for admission or readmission to the University who have been convicted of a crime involving assaultive or felonious behavior, who have a record of violent behavior, or who have a record of academic dishonesty or disciplinary rule violations elsewhere;

B. Students whose behavior, on or off campus, is such that their presence in the University, in the judgment of the Committee, poses
   1. a continuing danger to themselves or to other members of the University community, OR
   2. a continuing danger to University property, OR
   3. a serious threat of disruption of the academic process;

C. Students who have been arrested and charged with a serious crime
   1. of a violent nature, OR
   2. of a dangerous nature, OR
   3. which involved placing another person in fear of imminent physical injury or danger such that, if the student is found guilty, his presence in the University, in the judgment of the Committee, would pose
   1. a continuing danger to the student or to other members of the University community, OR
   2. a continuing danger to University property, OR
   3. a serious threat of disruption of the academic process.

D. Students, charged by the University with a violation of policies concerning illegal drugs, whose continued presence within the University community would, if the charges are true, constitute a clear and immediate danger to the health or welfare of other members of the University community.

Full information on the Committee and its procedures is available from the Division of Student Affairs.

Transportation and Parking

Parking

Every student at UNC-Chapel Hill and UNC Hospitals who parks an automobile between 7:30 a.m. and 5 p.m. on weekdays in the University's designated reserved parking is required by the Department of Transportation and Parking to obtain and display a parking permit. Also, parking permit holders must park only in specific zones as indicated on their parking permits. After 5 p.m. on weekdays, however, students may park in any unreserved space except those in resident student lots, which are reserved until 9 p.m.

Motor vehicle parking permits may be applied for during normal registration procedures at the Department of Transportation and Parking. Vehicles found parked illegally may be cited by Parking Enforcement, and subsequent violations may result in further citations, immobilization ("booting"), or towing of the vehicle. All citations may be appealed through the Department of Transportation and Parking's Appeals Office. Appeals also can be entered by telephone by calling the Appeals Office at 962-3953, Monday through Thursday from 7:30 a.m. through 7:30 p.m. and Fridays until 5 p.m.

The Parking Enforcement Division also currently operates M.A.P. (Motorist Assistance Program) offering jump starts or lock-out key retrieval to any vehicle on campus. M.A.P. may be contacted at the Parking Enforcement Office at 962-8006 between 7 a.m. and 9 p.m. or by calling Campus Police at 962-8600 between 9 p.m. and 7 a.m.

Alternatives to Parking

The UNC Department of Transportation and Parking also sponsors many programs offering viable alternatives to parking on campus, such as:

U.N.C.-C.A.R. - University of North Carolina Campus Area Ridesharing matches services to university students and personnel who wish to carpool or vanpool.

U.N.C. Bicycle Registration - The Department of Transportation and Parking offers a bicycle registration program for bicycles stored or traveling on campus. The program serves as a deterrent to crime, aids in the identification of lost or stolen bicycles, and enables the department to better plan for improved bicycle parking facilities around campus in the future.

Chapel Hill Transit and Park and Ride - Chapel Hill Transit bus passes (unlimited town-ride, unlimited campus-ride, or 40-town/80-campus ride) may be purchased at either the Department of Transportation and Parking or at the UNC-Chapel Hill Student Stores.

For More Information

Visit the Department of Transportation and Parking during regular business hours (weekdays, 7:30 a.m. - 5 p.m.), in the Security Services Building on Morrison Drive (just off Manning Drive) on south campus. Specific concerns may be addressed at the following campus telephone numbers:

General Information -	962-3951, 3952
Enforcement -	962-8006
Accounts Receivable -	962-3097
Appeals -	962-3953
Registration -	962-3951, 3952
Special Event/Conference Pkg. -	962-7144
Pay Operations Pkg. -	966-1036
U.N.C.-C.A.R. (Ridesharing) -	962-1501

Students with temporary physical handicaps or other hardships requiring special consideration must contact the Department of Disability Services.

Change of Address

Students are required to keep the Office of Records and Registration advised at all times of their current local and home address. If their addresses (where they sleep) change, they must report this change on a Report of Address Change form which is available at the Registrar's Office, 105 Hanes Hall.

Responsibility for Mail Use Only

In their programs and activities, recognized student organizations represent their own views and actions and not necessarily those of the University. They do not represent the University in any official way.

Upon request, address lists of currently enrolled students are provided at cost by the University to recognized student organizations. The University assumes no responsibility for the manner in which mail lists of its students are used by a recognized student organization, or for any purpose or product furthered or advertised thereby.

Commercial Activities

Selling or soliciting by any person (private citizen or student), firm or corporation on the campus of the University is prohibited except as provided for in the University Facilities Use Policy.

Conduct in and Use of Residence Halls

Regulations governing conduct in and use of the halls are listed in the Housing Department's Community Living Booklet It is expected that every student in his or her conduct and activities will have consideration for the rights and comfort of others.

Drug Policy

Students, faculty members, administrators, and other employees of The University of North Carolina at Chapel Hill are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that makes it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances" in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the University community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the University.

Also, recent federal legislation requires, as a condition of employment, that any faculty or staff member engaged in the performance of a federal grant or contract must abide by the University's Drug Policy and must notify his or her dean, director, or department chair of any criminal drug statute conviction for a violation occurring in the work place not later than five days after the conviction.

Disciplinary proceedings against a student, faculty member, administrator, or other employee will be initiated when the alleged conduct is deemed to affect the University's interests. Penalties will be imposed for violation of the policies of the University only in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees. The penalties that may be imposed range from written warnings with probationary status to expulsions from enrollment and discharges from employment.

Every student, faculty member, administrator, and other employee of the University is responsible for being familiar with and complying with the terms of the Policy on Illegal Drugs adopted by the Board of Trustees.

Refer to the appendix of this publication for the entire Policy on Illegal Drugs. Copies of the full text of that policy are also available from your dean, director, or department chair, or from the Office of the Dean of Students or the Employee Relations Division of the University Personnel Department.

Smoking Ban

Students and faculty at UNC-Chapel Hill are expected to refrain from smoking in classrooms. Smoking in classrooms was banned by a student referendum and Faculty Council action in fall 1975. In addition, smoking in all residence halls is limited to personal rooms only.

Visitation Policy in Residence Halls

Regulations concerning visitation are applicable only to University owned and approved residence halls. In those living areas, students are permitted to visit in the rooms of members of the opposite sex in accordance with the visitation policy published by the Housing Department.

Each residence hall may establish its own policies regulating the use of the residents' room for informal social activities, study sessions, and entertainment of members of the opposite sex. These policies are subject to the following limitations:

The hours of visitation shall not exceed
9 a.m. to 1 a.m. - Sunday through Thursday;
9 a.m. to 2 a.m. - Friday and Saturday.

Currently, six of the twenty-nine residence halls are participating in a pilot visitation program. Each of the six halls voted to establish a 24-hour visitation policy that is in effect during the 1993-94 academic year. This program will be evaluated in the spring of 1994 and its future will be determined then.

A "quiet hours" rule shall be in effect from 9:00 p.m. until 8:00 a.m.

This policy and any rules adopted by an individual hall shall be posted conspicuously within the hall. Copies of all individual hall policies or rules shall be furnished to the Student Attorney General and the Department of University Housing.

Members of each hall - corporately and individually - should conduct themselves in a manner publicly defensible for members of the University community and residents of University housing.

The University of North Carolina: Sixteen Constituent Institutions

General Administration

C. D. Spangler, Jr., B.S., M.B.A., D.H.L., LL.D., *President*
William F. Little, B.S., M.A., Ph.D., *Vice-President - Academic Affairs and Senior Vice-President*
Roy Carroll, B.A., M.A., Ph.D., Vice-*President - Planning*
Nathan Simms, Jr., B.S., M.S., Ph.D., *Vice-President - Student Services and Special Programs*
L. Felix Joyner, A.B., Vice-President - *Finance*
Jasper D. Memory, B.S., Ph.D., *Vice-President - Research*
Wyndham Robertson, A.B., *Vice-President - Communications*
David G. Martin, Jr., B.A., LL.B., *Vice President - Public Affairs*
Rosalind Fuse-Hall, B.S., J.D., *Secretary of the University*
Richard H. Robinson, Jr., A.B., LL.B., *Assistant to the President for Legal Affairs*

History of the University

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. The University of North Carolina at Chapel Hill is one of sixteen constituent institutions of the multicampus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of The University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined The University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now The University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now The University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: The University of North Carolina at Charlotte, The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into The University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current sixteen-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The thirty-two voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as nonvoting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a nonvoting member.

Each of the sixteen constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex officio. (The NC School of the Arts has two additional ex officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

Board of Governors
The University of North Carolina

Samuel H. Poole, Raleigh, Chair
W. Travis Porter, Research Triangle Park, Vice-Chair
D. Samuel Neill, Hendersonville, Secretary
Roderick D. Adams, Durham
G. Irvin Aldridge, Manteo
Mark L. Bibbs, Chapel Hill
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Philip G. Carson (Emeritus), Asheville
John F.A.V. Cecil, Biltmore
Bert Collins, Durham
J. Earl Danieley, Elon College
Charles D. Evans, Manteo
John A. Garwood, North Wilkesboro
Derrick E. Griffith (Ex officio), Charlotte
Alexander M. Hall, Wilmington
James E. Holshouser, Jr. (Emeritus), Southern Pines
Wallace N. Hyde, Raleigh
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Jack P. Jordan, Mt. Gilead
John R. Jordan, Jr., (Emeritus), Raleigh
Valeria L. Lee, Winston-Salem
James G. Martin, Charlotte
Helen Rhyne Marvin, Gastonia
Ellen S. Newbold, Rose Hill
Maxine H. O'Kelley, Burlington
D. Wayne Peterson, Westwood, KS
Marshall A. Rauch, Gastonia
H.D. Reaves, Fayetteville
Benjamin S. Ruffin, Winston-Salem
Joseph H. Stallings, Raleigh
Thomas F. Taft, Greenville
H. Patrick Taylor, Jr., Wadesboro
Priscilla P. Taylor, Greensboro
Joseph E. Thomas, New Bern
Harold H. Webb, Raleigh
Barbara D. Wills-Duncan, Raleigh

Appendix

Residence Status for Tuition Purposes[1]

The following sections summarize important aspects of the residency law. A complete explanation of the Statute and the procedures under the Statute is contained in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes.* This *Manual* and other information concerning the application of this law are available for inspection in the Admissions Offices of the University. Copies of the *Manual* are also on reserve at the Robert B. House Undergraduate Library and in the Reserve Reading Room of the Health Sciences Library. All students are responsible for knowledge of the contents of the Statute and the *Manual.*

Every applicant for admission is required to make a statement as to his or her length of residence in North Carolina. A person who qualifies as a resident for tuition purposes under North Carolina law pays a lower rate of tuition than a nonresident. To qualify for in-state tuition, a legal resident must have been domiciled in North Carolina for at least twelve months immediately prior to the beginning of the term for which classification as a resident for tuition purposes is sought. The student must also establish that his or her presence in the State during such twelve-month period was for purposes of maintaining a bona fide domicile rather than for purposes of maintaining a mere temporary residence incident to enrollment in an institution of higher education. "Domicile" means one's permanent home of indefinite duration, as distinguished from a temporary place of abode; it is synonymous with "legal residence" and is established by being physically present in a place with the concurrent intent to make that place a domicile. To determine an individual's intent, the University evaluates his or her objectively verifiable conduct as an indicator of his or her state of mind.

Procedural Information

General A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) is classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual matriculation. In the absence of a current and final determination of the student's residence prior to matriculation, the student is classified a nonresident for tuition purposes. The institution will thereafter reach a final determination of the student's residence status. Unless a person supplies enough information to allow the admissions officer to classify him or her as a resident for tuition purposes, the person will be classified a nonresident for tuition purposes. A residence classification once assigned (and confirmed pursuant to any appellate process invoked) may be changed thereafter (with a corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic calendar.

Transfer Students When a student transfers from one North Carolina public institution of higher education to another, he or she is required to be treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence classification for tuition purposes. The residence classification of a student by one institution is not binding on another institution. The North Carolina institutions of higher education will assist each other by supplying residency information and classification records concerning a student to another classifying institution upon request.

The transfer into or admission to a different component of the same institution (e.g., from an undergraduate to a graduate or professional program) is not construed as a transfer from one institution to another and thus does not by itself require a reclassification inquiry unless (1) the affected student requests a reclassification inquiry or (2) the transfer or enrollment occurs following the lapse of more than one quarter, semester, or term during which the individual was not enrolled as a student.

Responsibility of Students and Prospective Students Any student or prospective student in doubt concerning his or her residence status bears the responsibility for securing a ruling by completing an application for resident status and filing it with the admissions officer. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Office of Admissions of these circumstances in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

Application Process A person may obtain an application for resident status from his or her admissions office. Applicants for admission who claim eligibility for the in-state tuition rate customarily complete a two-page residency application as a part of the admissions application packet. Some applicants for admission will thereafter be required to complete a further, four-page, residency application. Enrolled students seeking a change from nonresident to resident status are required to complete a four-page residency application. All applications for resident status must be filed with the proper admissions office before the end of the term for which resident status for tuition purposes is sought. The last day of the final examination period is considered the last day of the term.

After filing a resident status application, a person may receive a letter from his or her admissions office requesting more information in connection with that application. When a student receives such a request before the end of the term for which classification is sought, he or she must respond to that request no later than three weeks after the end of the term. If the student receives the request for supplemental information after the end of the term in question, he or she must supply the requested information within three weeks after receipt of the request. Failure to supply the requested information within the specified time limit will result in a continuation of the student's nonresident classification unless good cause is shown for such failure.

The admissions office may require an applicant for admission to file a residency application, or respond to a request for more information, more quickly when residence status is a factor in the admissions decision.

The pamphlet "Information About Resident Status for Tuition Purposes" contains more details about the residency application process and is available at all admissions offices.

Fraudulent Applications If a student is classified a resident for tuition purposes after submitting falsified residentiary information or after knowingly withholding residentiary information, the student's application for in-state tuition status is fraudulent. The institution may re-examine any application suspected of being fraudulent and, if warranted, will change the student's residence status retroactively to the beginning of the term with respect to which the student originally made the fraudulent application. If this occurs the student must pay the out-of-state tuition differential for all the enrolled terms intervening between the fraudulent application and its discovery. Further, knowing falsification of responses on a resident status application may subject the applicant to disciplinary consequences, including dismissal from the institution.

Burden of Proof and Statutory Prima Facie Evidence A person has the burden of establishing facts which justify his or her classification as a resident for tuition purposes. The balancing of all the evidence must produce a preponderance of evidence supporting the assertion of in-state residence. Under the Statute, proof of resident status is controlled initially by one of two evidentiary beginning points which are stated in terms of prima facie evidence.

a. Even if the person is an adult, if his or her parents (or court-appointed guardian in the case of some minors) are not legal residents of North Carolina, this is prima facie evidence that the person is not a legal resident of North Carolina unless he or she has lived in this state the five consecutive years prior to enrolling or re-registering. To overcome this prima facie showing of nonresidence, a person must produce evidence that he or she is a North Carolina domiciliary despite the parents' nonresident status.

b. Conversely, if the person's parents are domiciliaries of North Carolina under the Statute, this fact constitutes prima facie evidence that the person is a domiciliary of North Carolina. This prima facie showing may also be overcome by other evidence to the contrary. If a person has neither living parents nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

Erroneous Notices Concerning Classification If a student, who has been found to be a nonresident for tuition purposes, receives an erroneous written notice from an institutional officer identifying the student as a resident for tuition purposes, the student is not responsible for paying the out-of-state tuition differential for any enrolled term beginning before the classifying institution notifies the student that the prior notice was erroneous.

Grace Period If a student has been properly classified as a North Carolina resident for tuition purposes and, thereafter, his or her state of legal residence changes while he or she is enrolled in a North Carolina public institution of higher education, the statute provides for a grace period during which the student is allowed to pay tuition at the in-state rate despite the fact that the student is no longer a North Carolina legal resident. This grace period extends for a minimum of twelve months from the date of change in legal residence, and if the twelve-month period ends during a semester or academic term in which the student is enrolled, the grace period extends also to the end of that semester or academic term.

Reacquisition of Resident Tuition Status The prescribed twelve-month period of legal residence may be shortened if the person seeking to be classified as a resident for tuition purposes was formerly classified a North Carolina resident for tuition purposes, abandoned North Carolina domicile, and reestablished North Carolina domicile within twelve months after abandoning it. Interested persons should consult their admissions offices for a detailed explanation of the conditions which must be met to qualify under this section.

Appeals A student appeal of a classification decision made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within fifteen working days after the student receives notice of the classification decision. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that Committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and, on request of the student, he or she is afforded the opportunity to appear and be heard by the Committee. Any student desiring to appeal a decision of the Residence Status Committee must give notice in writing of that fact (within ten days of receipt of the Committee's decision) to the Chairman of the Residence Status Committee, and the Chairman promptly processes the appeal for transmittal to the State Residence Committee.

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[1] The information in this section comes from three sources: (i) North Carolina General Statutes, § 116-143.1, (ii) A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes, Revised September 1985, (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.

Tuition Payment It is the responsibility of the student to pay tuition at the rate charged and billed while an appeal is pending. In effect, the student who is classified a nonresident at the time of tuition billing pays the nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he or she pays the resident rate. Any necessary adjustments in the rate paid will be made at the conclusion of the appeal.

If a student withdraws from the University during a fall or spring semester, tuition and fees will be prorated over a period of nine weeks at a rate of one-tenth of the terms bill each week after deduction of an administrative charge. If a student withdraws during a summer session, tuition and fees will be prorated over a period of three weeks at a rate of one-fourth of the term's bill each week after deduction of an administrative charge. If a student drops the only course he or she is taking, this constitutes a withdrawal from the University.

Application of the Law to Specific Situations

Aliens Aliens who are permanent residents of the U.S., or who hold a visa which will permit eventual permanent residence in the U.S., are subject to the same considerations with respect to determination of legal residence as citizens. An alien abiding in the U.S. under a visa conditioned at least in part upon intent not to abandon a foreign domicile (B, F, H, and J visas) cannot be classified a resident. An alien abiding in the U.S. under a visa issued for a purpose which is so restricted as to be fundamentally incompatible with an assertion by the alien of bona fide intent to establish a legal residence (C, D, and M visas) cannot be classified a resident.

Possession of certain other immigration documents may also allow an alien to be considered for in-state tuition status. For more details aliens should consult their admissions offices and the Manual. Aliens must file a Residence Status Supplemental Form in addition to the forms normally required of applicants for resident status for tuition purposes.

Married Persons The domicile of a married person, irrespective of sex, is determined by reference to all relevant evidence of domiciliary intent. No person is precluded, solely by reason of marriage to a person domiciled outside of North Carolina, from establishing or maintaining legal residence in North Carolina. No person is deemed, solely by reason of marriage to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina. The fact of marriage and the place of the domicile of his or her spouse are deemed relevant evidence to be considered in ascertaining domiciliary intent.

If a person otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina before the beginning of the term for which resident status is sought, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than twelve months, by reference to the length of the legal residence of the person's spouse, if the spouse has been a legal resident of the State for the requisite twelve-month period.

Military Personnel The domicile of a person employed by the Federal government is not necessarily affected by assignment in or reassignment out of North Carolina. Such a person may establish domicile by the usual requirements of residential act plus intent. No person loses his or her in-state resident status solely by serving in the armed forces outside of the State of North Carolina.

Minors A minor is any person who has not reached the age of eighteen years. Under the common law, a minor child whose parents are not divorced or legally separated is presumed to have the domicile of his or her father. This presumption may be rebutted if a preponderance of the evidence indicates that the mother and father have separate domiciles and that, under the circumstances, the child can fairly be said to derive his or her domicile from the mother. If the father is deceased, the domicile of the minor is that of the surviving mother. If the parents are divorced or legally separated, the domicile of the minor is that of the parent having custody by virtue of a court order; or, if no custody has been granted by virtue of court order, the domicile of the minor is that of the parent with whom he or she lives; or, if the minor lives with neither parent, in the absence of a custody award, the domicile of the minor is presumed to remain that of the father. If the minor lives for part of the year with each parent, in the absence of a custody award, the minor's domicile is presumed to remain that of the father. These common law presumptions control even if the minor has lived in North Carolina for five years as set forth above in **Burden of Proof and Statutory Prima Facie Evidence,** subsection a.

In determining residence status for tuition purposes, there are three exceptions to the above provisions:

1. If a minor's parents are divorced, separated, or otherwise living apart and one parent is a legal resident of North Carolina, during the time period when that parent is entitled to claim, and does claim, the minor as a dependent on the North Carolina individual income tax return, the minor is deemed to be a legal resident of North Carolina for tuition purposes, notwithstanding any judicially determined custody award with respect to the minor.

If, immediately prior to his or her eighteenth birthday, a person would have been deemed to be a North Carolina legal resident under this provision but he or she achieves majority before enrolling in a North Carolina institution of higher education, that person will not lose the benefit of this provision if the following conditions are met:

a. Upon achieving majority the person must act, as much as possible, in a manner consistent with bona fide legal residence in North Carolina; and

b. The person must begin enrollment at a North Carolina institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at the institution.

2. If, immediately prior to beginning an enrolled term, the minor has lived in North Carolina for five or more consecutive years in the home of an adult relative (other than a parent) who is a legal resident of North Carolina, and if the adult relative, during those years, has functioned as a de facto guardian of the minor, then the minor is considered a legal resident of North Carolina for tuition purposes. If a minor qualified for resident status for tuition purposes under this provision immediately prior to his or her eighteenth birthday, then, upon becoming eighteen, he or she will be deemed to be a legal resident of North Carolina of at least twelve months' duration.

3. Even though a person is a minor, under certain circumstances the person may be treated by the law as being sufficiently independent from his or her parents as to enjoy a species of adulthood for legal purposes. If the minor marries or obtains a judicial decree of emancipation under N.C. Gen. Stat. § 7A-717, et seq., he or she is emancipated. The consequence, for present purposes, of such emancipation is that the affected person is presumed to be capable of establishing a domicile independent of that of the parents; it remains for that person to demonstrate that a separate domicile has, in fact, been established.

Prisoners There are special provisions concerning domicile of prisoners. For more information, persons to whom these provisions may apply should consult the Manual.

Property and Taxes Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.

Students or prospective students who believe that they are entitled to be classified residents for tuition purposes should be aware that the processing of requests and appeals can take a considerable amount of time. A Student is more likely to obtain a final decision on an application before tuition payment is due if he or she files the application several months in advance.

Military Tuition Benefit[1]

Certain members of the Armed Services, and their dependent relatives, who are not residents for tuition purposes may become eligible to be charged less than the out-of-state tuition rate under N.C. Gen. Stat. § 116-143.3, the military tuition benefit provision. Any person seeking the military tuition benefit must qualify for admission to UNC-Chapel Hill and must file an application for the benefit with his or her admissions office before the first day of classes of the term for which he or she initially seeks the benefit. To remain eligible to receive the military tuition benefit, he or she must file another application for the benefit before the first day of classes of the first term in which he or she is enrolled in each academic year. The burden of proving eligibility for the military tuition benefit lies with the applicant for the benefit, and the application and all required supporting affidavits must be complete and in proper order before the first day of classes of the term in question. Because of the time involved in securing the necessary affidavits from the appropriate military authorities, prospective applicants for the military tuition benefit are urged to secure application forms from their admissions offices and begin the application process several weeks before the first day of classes of the term for which they seek the benefit.

Eligibility of Members of the Armed Services Eligible members of the Armed Services pay a rate of tuition computed by applying a statutory formula which is dependent, in part, on the amount of money payable by their Service employer to them or to the institution by reason of their enrollment. Application of the statutory formula yields the following results: if the service member's education is being fully funded by the Service employer, the amount of tuition owed is equal to out-of-state tuition; if the member's education is not being funded by his or her Service employer, he or she pays an amount equal to in-state tuition; and if the Service employer is providing partial educational funding, the amount of tuition owed depends on the amount of funding contributed by the Service employer.

To be eligible for this military tuition benefit, the individual must

a. be a member of the United States Air Force, Army, Coast Guard, Marine Corps, Navy, North Carolina National Guard, or a reserve component of one of these services; and

b. be abiding in North Carolina incident to active military duty which is performed at or from a duty station in North Carolina.

Eligibility of Dependent Relatives of Service Members If the service member meets the conditions set forth above, his or her dependent relatives may be eligible to pay the in-state tuition rate if they share the service member's North Carolina abode; if they have complied with the requirements of the Selective Service System, if applicable; and if they qualify as military dependents of the service member.

If the service member voluntarily ceases to live in North Carolina or is involuntarily absent from the state on military orders (other than absences on routine maneuvers and temporary assignments), he or she is deemed to have moved his or her abode from North Carolina. If a dependent relative of a service member has become eligible for the military tuition benefit and, after the beginning of the term of eligibility, the service member moves his or her abode from North Carolina, the dependent relative will continue to be eligible for the military tuition benefit only for the remainder of that acade-

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The information in this section comes from three sources: (i) North Carolina General Statutes, § 116-143.3, (ii) A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes, Revised September 1985, (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes and Determination of Eligibility for the Special Military Tuition Benefit.

mic year. An academic year runs from the first day of classes of the fall semester through the last day of exams of the following summer session, second term.

For a detailed explanation of the military tuition benefit provision (including an explanation of the formula used to compute the tuition rate for service members), a complete list of categories of persons who are considered "dependent relatives" for purposes of establishing eligibility for the military tuition benefit, and information about the registration requirements of the Selective Service System, applicants should consult *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes* (as amended September 1985). This *Manual* is available for inspection in the Admissions Offices of the University. Copies of the *Manual* are also on reserve at the Robert B. House Undergraduate Library, and in the Reserve Reading Room of the Health Sciences Library.

Appeals of Eligibility Determinations of Admissions Officers A student appeal of an eligibility determination made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within fifteen working days after the student receives notice of the eligibility determination. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that Committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and, on request of the student, he or she is afforded an opportunity to appear and be heard by the Committee.

Any student desiring to appeal a determination of the Residence Status Committee must give notice in writing of that fact to the Chairman of the Residence Status Committee within ten days of receipt of the Committee's decision. The Chairman will promptly process the appeal for transmittal to the State Residence Committee.

Family Educational Rights and Privacy Act

As a general rule, under the federal Family Educational Rights and Privacy Act (FERPA), personally identifiable information may not be released from a student's education records without his or her prior written consent. Exceptions to this rule are set out in the FERPA regulations and the FERPA policy of The University of North Carolina at Chapel Hill.

UNC-Chapel Hill will disclose personally identifiable information from the education records of a student, without the student's prior written consent, to officials of another school or school system in which the student seeks or intends to enroll. UNC-Chapel Hill will also disclose personally identifiable information from an enrolled student's education records, without the student's prior written consent, to officials of another school or school system in which the student is contemporaneously enrolled. Time, building, and room number information from a student's class schedule will be disclosed to the University Police to assist them in serving the student with a warrant or subpoena.

UNC-Chapel Hill makes public certain information that has been designated as "directory information": the student's name, address, telephone listing, date and place of birth, major field of study, class, enrollment status (full-time, half-time, or part-time), anticipated graduation date, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Examples of ways in which some of this information is made public include: names of students who receive honors and awards, who make the Dean's List, who hold offices, or who are members of athletic teams. The annual commencement program publishes the names of degree recipients. The University also publishes the Campus Directory annually, and some professional and graduate student groups publish directories of students in their departments or schools.

Students who do not wish to have any or all "directory information" made public without their prior consent, must send the Office of the University Registrar (CB# 2100, 105 Hanes Hall, The University of North Carolina at Chapel Hill) a signed and dated notice specifying items that are not to be published. To ensure that a listing for the student will not appear in the Campus Directory, this notice must be received by the Office of the University Registrar by the end of the registration period for the semester or session of first enrollment or, after an absence, of reenrollment. Such a notice will be honored until the student graduates, ceases to attend, or withdraws from the University unless the student notifies the Office of the University Registrar to the contrary in writing.

Students also have the right to inspect their "education records"as defined in the FERPA regulations. They may not inspect financial records and statements of their parents; confidential letters of recommendation placed in their education records before January 1, 1975 (with some exceptions); or confidential letters of recommendation placed in their education records after January 1, 1975, if they have waived their rights to inspect and review such letters.

A student who believes that information in his or her education records is inaccurate or misleading or violates his or her privacy or other rights may request that the institution amend the records, and, if the request is denied, he or she has the right to a hearing. If, after the hearing, the institution decides that the information is not inaccurate, misleading, or violative of privacy or other rights, the student has a right to place a statement in those records commenting on the information in question or giving the student's reasons for disagreeing with the institutional decision. The student may also place such a statement in his or her records in lieu of requesting a hearing if the student and the institution agree that an explanatory statement alone is the appropriate remedy. Complaints alleging violations of FERPA rights may also be filed with the U.S. Department of Education.

Questions about FERPA should be addressed to the Legal Adviser to the Special Assistant to the Chancellor (CB# 9150, 01 South Building). The text of FERPA and its regulations and the University's FERPA policy are also available for inspection in 01 South Building.

Firearms and Other Weapons

The possession of any gun, rifle, pistol, dynamite cartridge, bomb, grenade, mine, explosive, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, or any other weapons of like kind upon any University campus or in any University owned or operated facility is unlawful and contrary to University policy. Violation of this prohibition is a misdemeanor punishable by a fine not to exceed $500 and/or six months' imprisonment, and may constitute a violation of the Campus Code.

Immunization Requirement

Effective July 1, 1986, North Carolina State law requires that no person shall attend a college or university in North Carolina unless a certificate of immunization indicating that the person has received the immunizations required by the law is presented to the college or university on or before the first day of matriculation. Students enrolled at UNC-Chapel Hill on July 1, 1986 are exempt from this requirement.

If the UNC-Chapel Hill Medical History Form containing the certificate of immunization is not in the possession of the UNC-Chapel Hill Student Health Service ten (10) days prior to the registration date, the University shall present a notice of deficiency to the person. The person shall have 30 calendar days from the first day of attendance to obtain the required immunizations. Those persons who have not complied with the immunization requirements by the end of 30 calendar days will be administratively withdrawn from the University.

Masters/Doctoral Dissertation

Receipt of an approved masters thesis or doctoral dissertation in the Graduate School is tantamount to publication, and the thesis or dissertation will be available to the public in the University library and available for inter-library loan. Honors theses are also made available to the public through the University Library. Other student papers may be put in campus libraries or otherwise made public in accordance with individual course or program requirements.

Policy on Illegal Drugs

I. Introduction

The Board of Trustees of The University of North Carolina at Chapel Hill, in conformity with the direction of the Board of Governors of The University of North Carolina, hereby adopts this Policy on Illegal Drugs, effective August 24, 1988. It is applicable to all students, faculty members, administrators, and other employees.

II.Education, Counseling and Rehabilitation

A. The University of North Carolina at Chapel Hill has established and maintains a program of education designed to help all members of the university community avoid involvement with illegal drugs. This educational program emphasizes these subjects:

1. The incompatibility of the use or sale of illegal drugs with the goals of the university;
2. The legal consequences of involvement with illegal drugs;
3. The medical implications of the use of illegal drugs; and
4. The ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities.

B. The University of North Carolina at Chapel Hill provides information about drug counseling and rehabilitation services available to members of the university community through campus-based programs and through community-based organizations. Persons who voluntarily avail themselves of university services are hereby assured that applicable professional standards of confidentiality will be observed.

III. Enforcement and Penalities

A. The University of North Carolina at Chapel Hill shall take all actions necessary, consistent with State and Federal law and applicable university policy, to eliminate illegal drugs from the university community. The University's Policy on Illegal Drugs is publicized in catalogs and other materials prepared for all enrolled and prospective students and in materials distributed to faculty members, administrators, and other employees.

B. Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances" in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the university community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the university. It is not "double jeopardy"for both the civil authorities and the university to proceed against and punish a person for the same specified conduct. The university will initiate its own disciplinary proceeding against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the university.

C. Penalties will be imposed by the university in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 3 of the Trustee Policies and Regulations Governing Academic Tenure in The University of North Carolina at Chapel Hill, by Section III.D of the Employment Policies for EPA Nonfaculty Employees of The University of North Carolina at Chapel Hill, by regulations of the State Personnel Commission, and the Disciplinary Procedure of the Staff Personnel Administration Guides (SPAG 37), by the Instrument of Student Judicial Governance, and by all other applicable provisions of the policies and procedures of The University of North Carolina at Chapel Hill.

D. The penalties to be imposed by the university may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. However, the following minimum penalties shall be imposed for the particular offenses described.

1. Trafficking in Illegal Drugs

a. For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualine), any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

b. For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, anabolic steroids, pentobarbital, codeine), the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Because the minimum penalty specified in this Section and required by the Board of Governors exceeds the maximum period of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject to the State Personnel Act is discharge.) For a second offense, any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

2. Illegal Possession of Drugs

a. For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Because the minimum penalty specified in this Section and required by the Board of Governors exceeds the maximum period of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject to the State Personnel Act is discharge.)

b. For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation. (If this balance for an employee subject to the State Personnel Act exceeds three days, that employee shall be discharged.)

c. For a second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, administrators, or other employees.

E. Suspension Pending Final Disposition

When a student, faculty member, administrator, or other employee has been charged by the university with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor, or in the Chancellor's absence, the Chancellor's designee concludes that the person's continued presence within the university community would constitute a clear and immediate danger to the health or welfare of other members of the university community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

IV. Implementation and Reporting

Annually, the Chancellor shall submit to the Board of Trustees a report on campus activities related to illegal drugs for the preceding year. The reports shall include, as a minimum, the following:

(1) a listing of the major education activities conducted during the year;
(2) a report on any illegal drug-related incidents, including any sanctions imposed;
(3) an assessment by the Chancellor of the effectiveness of the campus program and;
(4) any proposed changes in the Policy on Illegal Drugs.

A copy of the report shall be provided to the President, who shall confer with the Chancellor about the effectiveness of campus programs.

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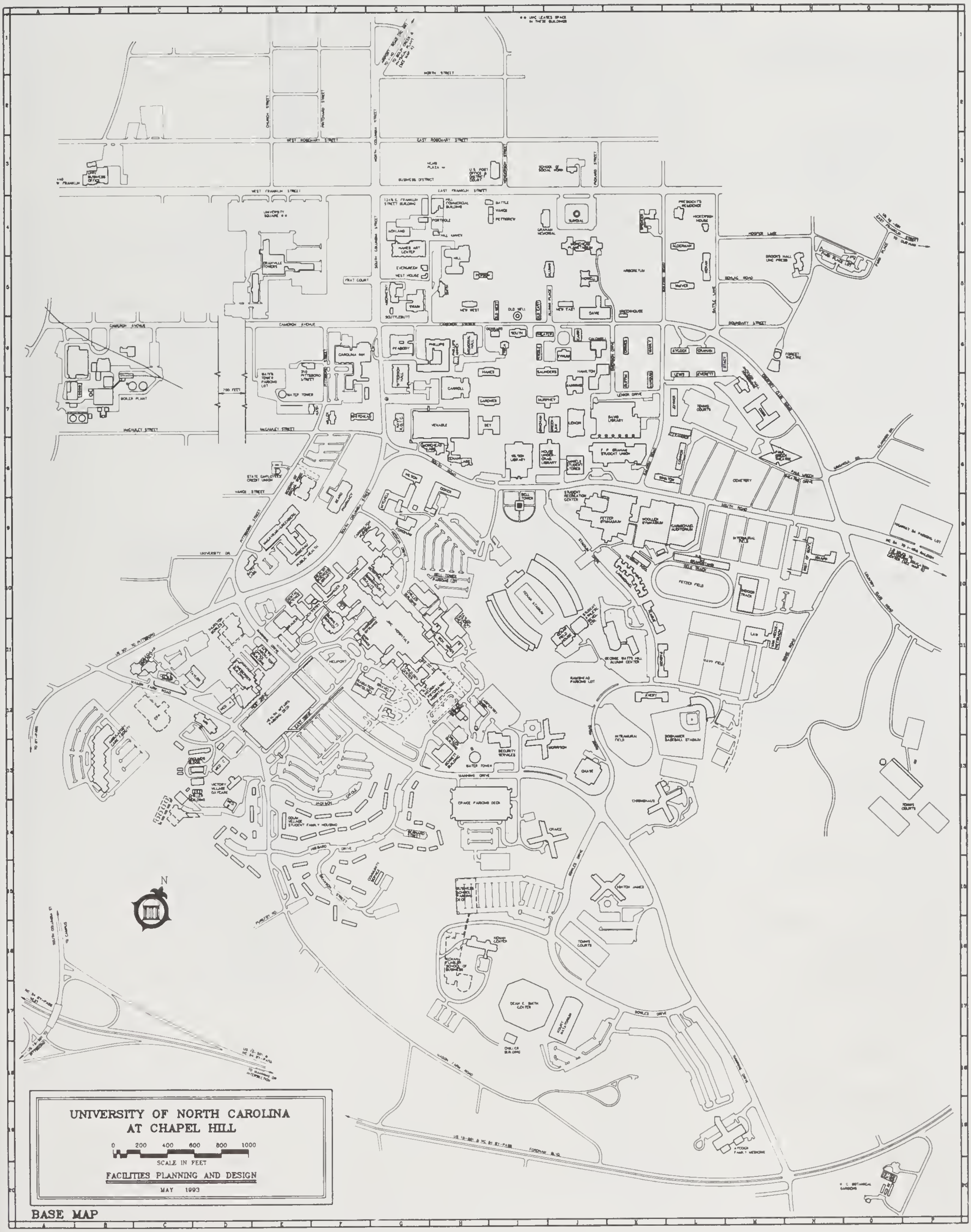

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(central campus only)

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Carolina Summer School

Catalog and Class Listing

1995

RECORD OF
THE UNIVERSITY OF NORTH CAROLINA
AT CHAPEL HILL

Mission Statement

The University of North Carolina at Chapel Hill has been built by the people of the state and has existed for two centuries as the nation's first state university. Through its excellent undergraduate programs it has provided higher education to ten generations of students, many of whom have become leaders of the state and the nation. Since the nineteenth century it has offered distinguished graduate and professional programs.

The University is a research university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work whose teaching is transformed by discovery and whose service is informed by current knowledge.

The mission of the University is to serve all the people of the state, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to expand the body of knowledge; to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to improve the condition of human life through service and publication; and to enrich our culture.

To fulfill this mission, the University must acquire, discover, preserve, synthesize, and transmit knowledge; provide high-quality undergraduate instruction to students within a community engaged in original inquiry and creative expression while committed to intellectual freedom, personal integrity and justice, and values that foster enlightened leadership for the state and the nation; provide graduate and professional programs of national distinction at the doctoral and other advanced levels to future generations of research scholars, educators, professionals, and informed citizens; extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the state; and address as appropriate, regional, national, and international needs.

This mission imposes special responsibilities upon the faculty, students, staff, administration, trustees, and other governance structures and constituencies of the University in their service and decision making on behalf of the University.

April 25, 1986 as adopted by the Board of Trustees, The University of North Carolina at Chapel Hill

Statement on Equal Educational Opportunity

The University of North Carolina at Chapel Hill is open to people of all races and is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or disability. Any complaints alleging failure of this institution to follow this policy should be brought to the attention of the Assistant to the Chancellor. The University of North Carolina at Chapel Hill actively seeks to promote integration by recruiting and enrolling a larger number of African American, Native American, and other minority students.

Policy on Nondiscrimination

It is the policy of The University of North Carolina at Chapel Hil that educational and employment decisions be based on individuals' abilities and qualifications and not on factors or personal characteristics that have no connection to academic abilities or job performance. Among the traditional irrelevant factors are race, sex, religion, and national origin. It is the policy of The University of North Carolina at Chapel Hill that an individual' sexual orientation be treated in the same manner. This policy prohibiting discrimination on the basis of sexual orientation does not apply to the University's relationship with outside organizations, including the federal government, the military, ROTC, and private employers.

Pursuant to the federal Student Right-to-Know Act, we report that, in 1992–3, the completion or graduation rate for students who entered The University of North Carolina at Chapel Hill in 1987 on a full-time basis was 83.4 percent.

21,500 copies of this public document were printed at a cost of $17,306.95 or $0.80 per copy.

On the Cover: Old East residence hall, renovated in time for the University's Bicentennial Observance, is the oldest building on a public university campus. A U.S. Historical Landmark, Old East has been in use since 1793. The Old Well, a well-known symbol of the University, is located next to Old East. Photo by W. J. McCoy.

February 1995

Number 1082

THE RECORD OF
THE UNIVERSITY OF NORTH CAROLINA
AT CHAPEL HILL

1995
Summer
School

The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599

Dedication

Anthony E. Harvey, known to his Chapel Hill friends as Tony, served the University for fifteen years as catalog editor until his death on June 26, 1994.

Tony's life in academia included a bachelor of arts degree from Randolph-Macon College (1954), a divinity degree from Yale University (1957), and a master of arts degree in Dramatic Art from Carolina in 1964.

In a life devoted to learning, Tony's passions settled on the arts. He especially loved movies and dramatic productions. He co-starred in the 1967 Milos Forman movie *Taking Off* and remained a member of the Screen Actors Guild for the rest of his life.

Tony's devotion to his work and tireless pursuit of perfection enabled the Summer School to produce a catalog virtually error free and on time for many years. Tony's combination of excellence in work, concern for others, and a wonderful sense of humor made every minute with him memorable.

The Summer School dedicates the 1995 catalog in his memory.

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Summer At-A-Glance

Calendar

Special Session

Selected courses with different beginning and ending dates are detailed in SUMMER HIGHLIGHTS beginning on page 30.

Regular Summer Sessions

First Session **May 18-June 23**		**Second Session** **June 27-August 1**
March 1	Application period opens for visiting students.	March 1
March 14	Summer advising begins.	March 14
March 18-April 7	Initial appointments begin for Telephone Registration Period I (TR I) by student classification. See page 16.	March 18-April 7
April 18	Telephone Registration Period I closes. Mail-in and walk-in applications for admissions are still accepted.	May 26
May 2	Tuition and fees due or early registration is canceled.	June 8
May 15	Telephone Registration Period II (TR II) begins for all students.	June 22
May 17	On-campus residence halls open.	June 26
May 18	First day of classes. Late registration begins. $10 fee charged for late registration.	June 27
May 19	Last day to add a class. End of late registration.	June 28
May 24	Last day to drop a course and receive credit on account. Telephone Registration Period II closes.	July 3
May 29	Holiday: Memorial Day/Independence Day.	July 4
June 19	Last day to withdraw without any tuition credit.	July 27
June 20	Last day of classes.	July 28
June 21	Reading Day.	July 29
June 22/23	Examinations according to schedule. See page 6.	July 31/August 1
June 23	On-campus residence halls close.	August 1

Steps to Enroll in Summer School

1. Current UNC-Chapel Hill students go to step 3. Others obtain an application for new admission or for readmission. See the relevant subsections on pages 8-9.
2. Submit your application: if approved, you will receive a letter of admission including your personal identification number (PIN) for registering.
3. Examine the course descriptions and class listing to make your course selection. Using your student ID and your PIN obtained from your adviser or your letter of admission, register during the early telephone registration period (TR 1). See the schedule and call-in dates on page 16.
4. a) Pay the Cashier the tuition and fees billed by the announced deadline to confirm and hold your registration (see Registration Process Summary, item #2, page 15).

OR,

b) If you missed TR I or did not pay your initial bill for whatever reason, make an advance payment to the Cashier for estimated tuition and fees (see pages 10-13). Then, register during the regular telephone registration period (TR II). See the schedule on page 17.

NOTE: If you are not allowed to register for a course or think the restriction is unwarranted, contact the offering department or the Summer School.

5. Attend classes on the specified day (see Calendar on page 4).

Telephone Registration: CALL 962-8621

Important Dates for Course Load Reduction

	First Session	Second Session
Last day to cancel registration. No tuition or fees charged.	May 17	June 26
Last day to drop a course for credit on account.	May 24	July 3
Last day for undergraduates to drop a course. No refund.	June 1	July 11
Last day for graduates to drop a course. No refund.	June 13	July 21
Last day to withdraw from all courses with prorated tuition credit**		
75% of your bill	May 24	July 3
50% of your bill	June 1	July 11
25% of your bill	June 8	July 18
Last day to withdraw without any tuition credit.	June 19	July 27

***If you withdraw from Summer School, the University Cashier charges an administrative fee of $30 prior to prorating the withdrawal credits. You may also be liable for repayment of a portion of financial aid funds.*

Class and Final Examination Schedule [a]

	First Session	**Second Session**
First Day of Classes	Thursday, May 18	Tuesday, June 27
No Class Meetings	Monday, May 29	Tuesday, July 4
Last Day of Classes	Tuesday, June 20	Friday, July 28
Reading Day	Wednesday, June 21	Saturday, July 29
First Exam Day	Thursday, June 22	Monday, July 31
Second Exam Day	Friday, June 23	Tuesday, August 1

CLASS TIMES			FINAL EXAMS [b]	
Monday-Friday (5 days/week)	**Mon.-Thurs. (4 days/week)**	**Mon.,Tues.,Thurs. [c] (3 days/week)**	**Day 1**	**Day 2**
8:00-9:30			8:00-11:00	
9:45-11:15				8:00-11:00
11:30-1:00			11:30-2:30	
1:15-2:45				11:30-2:30
3:00-4:30	4:15-6:15	3:15-5:50		3:00-6:00
	6:30-8:30	6:00-8:35	6:00-9:00	

Notes

[a] If you cannot attend the regularly scheduled classes or the final examination, do not register for the course.

[b] The final examination schedule is fixed and cannot be changed.

[c] In second session, the MTTh 3 day per week classes will meet on Wednesday, July 5, for a total of 14 classes.

Contacting Campus Offices

Many campus offices are referred to in this catalog with phone numbers and campus building and mail box numbers (CB#). When on campus and dialing a campus number (all 962- and 966- prefixed numbers), dial only the last 5 digits. When off campus dialing a campus number, dial all 7 digits. The area code is 919. If you write, use this form of address:

Office name
CB# __ __ __ __, Building name
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-__ __ __ __
(CB#)

The Summer School staff is available to answer your questions. Call 966-4364, Monday through Friday, 8:00 A.M.-4:30 P.M. or write to CB# 3340, Pettigrew Hall.

Telephone Registration Quick Reference

Guide of CAROLINE Function Codes

Call 962-UNC1 (8621) or 2-8621 if you are using a campus system phone. Use a touch-tone phone only.

The system will ask for:		**You Enter:**
ACTION CODE: Identifies UNC-Chapel Hill registration for:		
Undergraduate/Graduate/Visiting/Continuing Studies students		7001#
Law students		7002#
TERM CODE: Represents year and term you wish to access	1st SS	953#
	2nd SS	954#
STUDENT ID NUMBER: Social Security Number or assigned number		___-__-____#
PERSONAL ID NUMBER (PIN): A 4-digit number issued by your dean or adviser		____#
ADD: Use the 5-digit course call number to add a course		2*_____#
WAITLIST: Use when a requested section is full		9#
SEARCH: Use to check for available sections when requested section is full or canceled		7#
DROP: Use the 5-digit course call number to drop a course		3*_____#
CONDITIONAL DROP/ADD: Use to request a drop, which will occur only if your add request is successful	DROP	4* _____#
	ADD	_____#
INQUIRY: Use to check on the availability of a course or your status in a course		1*_____#
LIST: Gives a voice listing of your course schedule		5#
CANCEL ENTRY: Use when you make a mistake entering data		*#
TERMINATE: Use to exit system		8#

For my mind, I'm goin' to Carolina.
Register by phone 962-8621.

TAR HEEL SUMMER '95

General Information

James L. Murphy, Ph.D., Dean
Cheryl J. Mitchell, Director of Administration
Pat B. Morton, Director of Admissions
Diane Kivett, School/Admissions Secretary

History of the Summer School

The University of North Carolina at Chapel Hill established what was possibly the first summer school in America in 1877. The "Summer Normal School," as it was then called, enrolled 235 students in courses over ten different disciplines. About half the students were teachers; students came from 42 counties across North Carolina and from some neighboring states. The Summer School was first to enroll women at UNC-Chapel Hill and continued this equal admission throughout its history. By 1925, records indicate that 19,983 students had enrolled in Summer School.

The University has continued annually to provide a wide offering of summer academic opportunities to the people of North Carolina and other residents in this country and abroad. From 1934 to 1987 these programs were administered by the Office of Summer Sessions. The traditional name of Summer School was reinstated in 1988.

The Summer Program

The College of Arts and Sciences as well as many of the professional schools offer summer courses for both undergraduates and graduates. Courses are listed alphabetically by schools and departments elsewhere in this catalog. The same faculty that make this university one of the nation's best teach these courses with the assistance of specially recruited visiting professors and selected graduate teaching assistants.

Summer School students enjoy the full range of campus facilities including libraries, computer labs, and athletic facilities and playing fields. About 6,000 students with varying interests and backgrounds will be on campus studying during any summer session. In the summer of 1994, for example, the University welcomed students from all but one county in North Carolina, all 50 states, Puerto Rico, the Virgin Islands, and 53 foreign countries. Visiting students came from about 40 colleges and universities in North Carolina and about 120 institutions of higher learning outside the state.

Classes. Course credit earned is equivalent to the same course credit in the fall or spring term. However, summer courses are compressed into 5 1/2 weeks with day classes meeting Monday through Friday for 90-minute periods unless otherwise specified. See the schedule on page 6 for times and days of late afternoon and night classes as well as all final examination periods.

Course Load. If you are an undergraduate enrolled in four or more semester hours or a graduate student enrolled in three or more hours in a regular 5 1/2 week session, you are classified as a full-time student. A typical registration for undergraduates is two courses for six credit hours; the maximum is eight hours to allow enrollment in courses earning four credit hours. If you are taking a concentrated short course, no other course should be attempted in the same session.

Admissions

UNC-Chapel Hill Students. If you are a UNC-Chapel Hill student currently enrolled in spring 1995 and wish to attend Summer School, you are automatically admitted through your school or college.

New Students: Freshmen, Transfers, and Graduates. If you have been accepted at UNC-Chapel Hill as a freshman or a new transfer student in fall 1995 and wish to attend Summer School, contact Undergraduate Admissions, CB# 2200, Jackson Hall (966-3994) to change your date of admission to begin first session or second session. If you wish to begin a graduate degree program in the summer, contact the Graduate School, CB# 4010, Bynum Hall (966-2611).

Former UNC-Chapel Hill Students Seeking Readmission. If you are a former UNC-Chapel Hill undergraduate and have not completed a degree or are not registered in spring 1995, apply for summer readmission to Undergraduate Admissions, CB# 2200, Jackson Hall (966-3994). The deadline for reapplying is two weeks prior to the start of either session. If you are a former graduate student and have not completed a degree, contact the Dean of The Graduate School, CB# 4010, Bynum Hall (966-2611). If you wish to take a summer course with no intention of applying the credit toward the completion of a degree at UNC-Chapel Hill, you may attend as a visiting student.

Visiting Students. A visiting student is: a) anyone who is not enrolled or accepted in a degree program at UNC-Chapel Hill during spring 1995; b) any former UNC-Chapel Hill undergraduate who desires only to take summer courses of interest without any intention of seeking readmission or of earning a first degree here. If you wish to attend one or both of the regular summer sessions or the special session of Summer School as a visiting student, contact the Summer School for an application.

An applicant should be qualified to compete among highly competitive students at the college level as evidenced by a degree already obtained, recent university studies, or current good standing in a degree program at another college or university. Admission as a visiting student terminates at the end of second session. If you later become a regular UNC-Chapel Hill student, be aware that grades and credit hours received as a UNC-Chapel Hill visitor will be included on your UNC-Chapel Hill transcript. The Summer School serves as the Dean's Office for all visiting students.

NOTE: If you wish to apply to the Summer School Abroad Program, specific application materials as well as an up-to-date transcript are required.

Transferring Credit. If you wish to transfer UNC-Chapel Hill academic credit, obtain written approval from the dean or adviser at your home institution prior to your summer registration at UNC-Chapel Hill. Such approval is for your protection only; it is not required by the UNC-Chapel Hill Summer School, which cannot approve credits for transfer.

Transcripts. Upon written request the University Registrar will send a copy of your official transcript to another college, university, or designated institution. There is a fee of $5 for each transcript. Address your request to the Registrar, CB# 2100, Hanes Hall (962-2350).

Teacher Certification and Others. Candidates who are renewing an existing teaching certificate should apply through the Summer School as visiting students. Postbaccalaureate students who are seeking initial teacher certification or certified teachers who are qualifying for additional certification areas must contact the School of Education, CB# 3500, Peabody Hall (962-1398). Others who wish to attend the University in the summer should contact the Summer School.

High School Students. No courses are offered specifically for precollege students, but if you are an honor roll student and have completed your junior year of high school, you may be admitted to regular university courses offered in Summer School.

Follow the instructions for visiting students (see "Visiting Students"). In addition to the application, you must furnish 1) an up-to-date transcript, 2) a letter to the Dean of the Summer School stating your reason(s) for **wanting to take a particular course(s)** at this university, 3) a letter from the most appropriate teacher or from your principal, headmaster, or counselor confirming your prior preparation and ability **to take this particular college course(s)**, and 4) a statement that you will be living with parents or legal guardians during the time you are attending Summer School (rising high school seniors over 16 years of age are exempt).

Although attending summer school at UNC-Chapel Hill probably will not affect your chances for admission at the college of your choice, you will gain firsthand experience of college life as well as the level of performance and competition expected in college courses. The grades and credit hours that you earn will become part of your permanent UNC-Chapel Hill transcript.

Continuing Studies Students. If you are enrolled during spring 1995 or have been admitted as a new Continuing Studies student, you may register for Summer School by using your PIN and following the instructions sent to you by Continuing Studies.

To apply for the summer and continue into the fall semester, contact Continuing Studies for an application, CB# 1020, Friday Center (962-1134). Office hours are 8:30 A.M.-4:30 P.M., Monday through Friday. The deadline for new applications is April 19 for first session and May 26 for second session. If you did not complete a course in spring 1995, contact Continuing Studies for readmission information. There is no readmission deadline for Continuing Studies during the summer.

Older Students. To apply for admission, follow the instructions for visiting students. If you are 65 or older and a resident of North Carolina, you may file a waiver of tuition when taking courses in Summer School. The tuition waiver form is available from the Cashier, CB#1400, Bynum Hall (962-1368).

Medical Clearance

New students who will be continuing into the fall semester and visiting summer students must have a medical clearance as part of completing registration. If the required immunizations are not cleared within 30 days after the first day of class, your enrollment will be cancelled.

Financial Information

Accounts Due

North Carolina law states that if you have an unpaid account for the spring semester or previous semesters you cannot register for any summer session until the account has been paid in full. The University will not under any circumstances make adjustments to or waive the payment of tuition and fees in violation of this or other legal statutes.

If you register during the early telephone registration period (TR I), you will receive a bill from the Cashier. Return your *Tuition and Fees Deferment Form* or payment for tuition and fees for each session by the due date on the bill. **Otherwise your early registration will be cancelled and you will have to register again.**

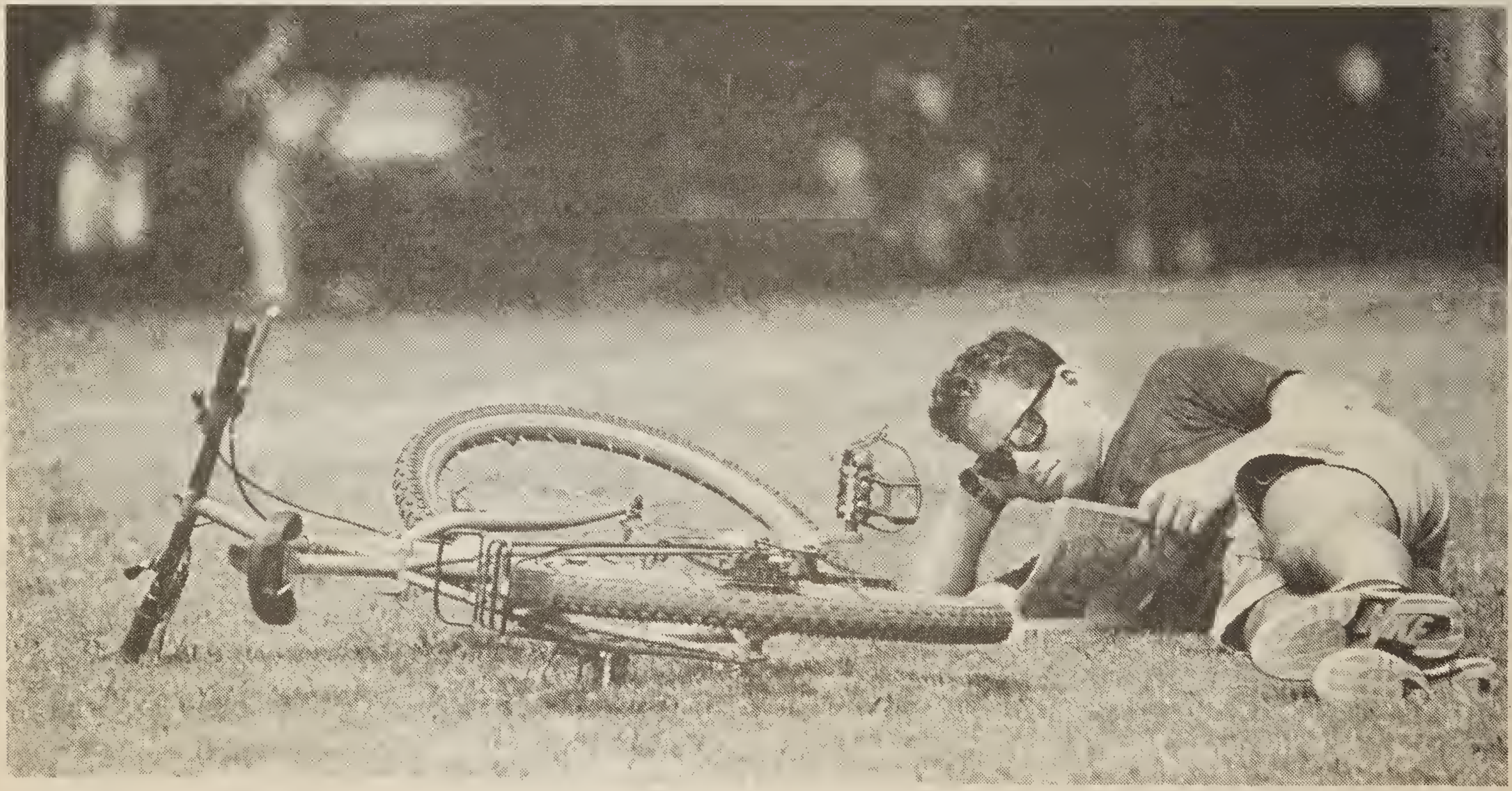
If you wait to register during the regular registration period (TR II), you must estimate your own tuition and fees. **Submit your payment and/or documentation showing eligibility for financial aid in advance** in order to be cleared for registration.

Show your full name and student ID number on all such payments. To avoid standing in line, you may use the payment deposit box inside Bynum Hall on the Cashier's office door at the bottom of the left staircase, or you may mail your payment form with your credit card information or check made payable to UNC-Chapel Hill, or you may telephone 962-1368 and charge the payment with VISA or MasterCard.

You should submit payments or documentation to:

University Cashier
CB# 1400, 103 Bynum Hall
UNC-Chapel Hill
Chapel Hill, NC 27599-1400

NOTE: The University Cashier accepts payment for tuition and fees by **MasterCard** or **VISA** in addition to cash, check, money order, etc. However, any refunds of payments made by **MasterCard** or **VISA** are issued ONLY via **credits** to the original card account **and not by cash/check to the individual**. Accordingly, **students receiving financial aid** should pay only the difference between the expected aid amount and the total charges via **MasterCard** or **VISA**, ***since no cash/check refunds are available.***



Relaxing between classes

Tuition and Fees Deferment

If you are expecting financial aid in an amount sufficient to cover tuition and fees, complete the *Tuition and Fees Deferment Form* on the back of the bill. A sample form is shown on page 13. If financial aid is not sufficient to cover the entire bill, complete the form and submit it with payment for the unfunded amount to the Cashier.

Payment of tuition and fees is the responsibility of the student. However, when tuition and fees are to be deferred or paid by another funding source, complete the *Tuition and Fees Deferment Form*. It is your responsibility to assure that payment is made. Failure to make full payment may result in cancellation of your registration.

If you did not register during the early telephone registration period (TR I) and must file deferment for full or partial financial aid in order to be cleared for registration during TR II, you must provide the Cashier with documented eligibility for financial aid plus payment for any previous charges or unfunded tuition and fees.

Reducing Course Load

There are three ways to reduce course loads after registration: cancellation, drop, and withdrawal. NOTE: Strict deadlines exist for reducing your course load. See the important deadline dates in the table on page 5.

Cancellation. A cancellation is the same as having no registration at all. No entry is made on your transcript and no tuition and fees are charged. If you have already paid tuition and fees and wish to cancel your registration, you must do so before classes begin. Write CANCEL on your *Personal Data Form*, sign below the word "CANCEL," and return the form to the Registrar, CB# 2100, 105 Hanes Hall. Regarding a refund, contact the Cashier, 103 Bynum Hall, CB# 1400 (962-1368).

Drop. Dropping a course requires that you remain registered for at least one other course; otherwise see "Withdrawal." **After the drop period ends, your only option is to withdraw from all classes.**

Withdrawal. Withdrawal means that you are dropping all courses for the given session. You may do this anytime before the last day of classes in the session. You may not withdraw on the final class day nor may you withdraw during or after the final examination period. See your dean to obtain an official withdrawal form. Depending on how many class days have elapsed prior to the date of withdrawal, you may receive a partial refund of tuition and fees.

NOTE: Ceasing to attend class or notifying an instructor that you will no longer be present does not constitute an official drop or withdrawal from a course. You are responsible for contacting your dean and the Registrar about any registration changes. Refer to *Changing Class Schedule* on page 20. If you do not follow proper procedures, you are not only accountable for full tuition and fees but you will also receive a grade of AB (Absent) in the course(s); this grade will subsequently convert to F.

Sunny skies and summer studies

Notes on Tuition and Fees

Tuition and fee amounts depend on several factors, including your student classification, the school you are in, the length of the session attended, and the number of credit hours of enrollment. You may determine the precise cost by consulting the tuition and fees tables on pages 13-14 (please note the division between Academic Affairs and Health Affairs), or by contacting the Cashier, 103 Bynum Hall, CB#1400. Also, abide by the following:

(A) If you have received a baccalaureate degree, you must use the graduate student classification regardless of the level of courses you take.

NOTE: If you take thesis for "0" hours in combination with other courses for regular credit, you will be billed the standard charge for the actual hours earned plus $66 if you are a resident or $212 if you are a nonresident.

(B) If you wait to register on or after the first day of classes, you will be charged a $10 late registration fee. The fee for returned checks is $20.

(C) All newly admitted degree students are charged an additional $5 for a photo ID card. Charges for Law students include $1 Law Association fee.

(D) For Special Session courses that differ in length from the regular 5 1/2 weeks, part of the charge is prorated depending on the course length. Students enrolled in short courses (2 3/4 weeks) will be charged approximately $42 less than the regular tuition and fees. For 7 1/2-week-sessions (Law), add $30.06 to each category total.

(E) If you are a UNC-Chapel Hill employee, a UNC Hospitals employee, or the spouse of such an employee, you may qualify for a fee waiver. You must submit a *Request For Waiver of Student Fees* to the Cashier by the first day of classes. Please be aware that waiver of student fees forfeits the privileges provided by these fees (i.e. Student Health Service, Athletic Pass, gym privileges). There is no reduction or remission of the tuition or other costs.

(F) If you are 65 or older and a resident of North Carolina, you may qualify for waiver of both tuition and fees. You must submit a *Request for Waiver of Tuition and Fees for Senior Citizens* to the University Cashier, 103 Bynum Hall, CB# 1400 (962-1368).

(G) Tuition and fees are subject to change.

(H) In addition to regular tuition and fees, special course fees may be charged. Please refer to the course fee list that follows. Additions to this list are possible.

Special Course Fees

Education		
EDUC	4	$ 15.00
Public Health		
HBHE	90	$250.00
HBHE	341	$125.00
HBHE	342	$125.00
HPAA	98	$400.00
MHCH	214	$350.00
NUTR	220	$225.00
NUTR	252	$450.00
PHNU	396	$450.00
Social Work		
SOWO	220	$250.00
SOWO	221	$250.00
SOWO	222	$260.00
SOWO	223	$260.00

Financial Aid

If you are a new or continuing student in a program leading to a degree from UNC-Chapel Hill, you may apply for summer financial aid. Contact the Office of Scholarships and Student Aid, CB# 2300, Vance Hall (962-8396). Eligiblity for assistance will be determined according to national standards that measure the amount you and your family should be able to pay for your summer school costs. Loans and campus jobs are usually available. The preference deadline to apply for summer aid is March 1. However, applications will be accepted as long as funds are available and processing time permits.

Visiting students enrolled in summer courses are not eligible for financial aid from UNC-Chapel Hill. Check with your home institution.

Clear financial holds on your account

BEFORE you register!

Tuition and Fees*

Academic Affairs. Per 5 1/2-Week-Session.

	NC RESIDENT			NONRESIDENT		
	Undergraduate	**Graduate**	**Law**	**Undergraduate**	**Graduate**	**Law**
Credit Hours						
0 thesis only		$156.50			$302.50	
0-1.9 hrs.	$171.41	$187.50	$187.75	$465.41	$479.50	$670.75
2.0-2.9 hrs.	$218.62	$251.71	$251.96	$806.62	$835.71	$1,217.96
3.0-3.9 hrs.	$265.83	$315.92	$316.17	$1,147.83	$1,191.92	$1,765.17
4.0-4.9 hrs.	$313.04	$380.13	$380.38	$1,489.04	$1,548.13	$2,312.38
5.0-5.9 hrs.	$360.25	$444.34	$444.59	$1,830.25	$1,904.34	$2,859.59
6.0-6.9 hrs.	$407.46	$508.55	$508.80	$2,171.46	$2,260.55	$3,406.80
7.0-7.9 hrs.	$454.67	$572.76	$573.01	$2,512.67	$2,616.76	$3,954.01
8.0-8.9 hrs.	$501.88	$636.97	$637.22	$2,853.88	$2,972.97	$4,501.22
9.0-9.9 hrs.	$549.09	$701.18	$701.43	$3,195.09	$3,329.18	$5,048.43
10.0-10.9 hrs.	$596.30			$3,536.30		
11.0-11.9 hrs.	$643.51			$3,877.51		
12.0-12.9 hrs.	$690.70			$4,218.70		

*** NOTE: Refer to notes (A)-(H) on page 12.**

Important: Returned check fee is $20.00. Late registration fee is $10.00.

Tuition and Fees Deferment Form

(THIS DEFERMENT IS NOT VALID FOR CHARGES FROM PREVIOUS TERMS OR FOR THE DEFERMENT OF HOUSING)

INSTRUCTIONS FOR FINANCIAL AID RECIPIENTS

A. Return this deferment with payment for the unfunded portion of tuition and fees if the total financial aid amount is less than the estimated tuition and fees amount. Other miscellaneous charges must also be paid at this time. Please check the appropriate block indicating financial aid type and then sign the form. OR

B. Return this deferment without payment ONLY if the total financial aid amount equals or exceeds the estimated tuition and the amount for the upcoming term's charges and if no other charges appear on your statement. Please check the appropriate block indicating financial aid type and then sign the form.

CHECK THE APPROPRIATE BLOCK

☐ UNC Tuition Remission
☐ UNC Athletic Grant-in-Aid
☐ UNC Departmental Funding
☐ UNC Senior Citizen Student
☐ UNC Employee Tuition and Fees Waiver
☐ UNC Graduate Student Payroll Deduction
☐ UNC Department Assistantship, Fellowship, or Scholarship
☐ Stafford and/or PLUS Loan
☐ Scholarship/Loan/Grant from UNC Office of Scholarships and Student Aid
☐ Scholarship/Loan/Grant from non-UNC source

Specify ______________________________

IF YOU MEET THE ABOVE REQUIREMENTS TO DEFER YOUR TUITION AND FEES, YOU MUST SUBMIT THIS FORM AND ANY PAYMENT REQUIRED BY THE DUE DATE OR YOUR REGISTRATION WILL BE CANCELLED.

______________________ ______________________ ______________________
Signature Student Number Date

Falsification of information on this form is an honor code violation and will cause cancellation of registration and possible further action. When tuition and fees are to be paid by a funding source indicated, it is still the student's responsibility to insure that payment is made.

SAMPLE

Tuition and Fees*

Health Affairs. Per 5 1/2-Week-Session.

		NC Resident	Nonresident
Dental School	Hrs.		
Undergraduates (Dent. Aux. and Dent. Hyg.)	1.0-5.9	$212.83	$1,097.83
	6.0-8.9	334.45	2,105.45
	9.0-11.9	444.08	3,081.08
	12 or more	551.70	4059.70
Graduates (8 wks)			
**Thesis (393/394)	0	197.71	343.71
Gen. Reg.	0.0-2.9	373.71	1,444.71
	3.0-5.9	621.33	2,765.33
	6.0-8.9	855.96	4,050.96
	9 or more	1,088.58	5,339.58
D.D.S. (8 wks)			
**Thesis (393/394)	0	197.71	343.71
Gen. Reg.	0.0-2.9	373.71	2,279.71
	3.0-5.9	621.33	4,434.33
	6.0-8.9	855.96	6,553.96
	9 or more	1,088.58	8,676.58
D.D.S. (5 wks)			
**Thesis (393/394)	0	160.17	306.17
Gen. Reg.	0.0-2.9	336.17	2,242.17
	3.0-5.9	583.79	4,396.79
	6.0-8.9	818.42	6,516.42
	9 or more	1,051.04	8,639.04
Medical School and School of Nursing			
Undergraduates	1.0-5.9	212.83	1,162.83
Juniors and Seniors	6.0-8.9	334.45	2,235.45
	9.0-11.9	444.08	3,274.08
	12 or more	551.70	4,315.70
Graduates			
**Thesis (393/394)	0	160.17	306.17
Gen. Reg.	0.0-2.9	211.17	1,161.17
	3.0-5.9	332.79	2,233.79
	6.0-8.9	442.42	3,272.42
	9 or more	550.04	4,314.04

		NC Resident	Nonresident
M.D.	Hrs.		
MEDI 399-0 credit (Research) YEARS 3, 4		$222.08	$368.08
Tuition and Fees per unit of clerkship or elective regardless of length (each).		469.08	3,374.08
School of Pharmacy			
Undergraduates	1.0-5.9	227.83	1,162.83
Juniors and Seniors	6.0-8.9	365.45	2,235.45
	9.0-11.9	490.08	3,274.08
	12 or more	615.70	4,315.70
**Thesis (393/394)			
Gen. Reg.	0	160.17	306.17
	0.0-2.9	211.17	1,161.17
	3.0-5.9	332.79	2,233.79
	6.0-8.9	442.42	3,272.42
	9 or more	550.04	4,314.04
Pharm.D (12 wks)			
**Thesis (393/394)	0	261.47	407.47
Gen. Reg.	0.0-2.9	437.47	1,508.47
	3.0-5.9	685.09	2,829.09
	6.0-8.9	919.72	4,114.72
	9 or more	1,152.34	5,403.34
School of Public Health			
Undergraduates	1.0-5.9	212.83	1,162.83
Juniors and Seniors	6.0-8.9	334.45	2,235.45
	9.0-11.9	444.08	3,274.08
	12 or more	551.70	4,315.70
Graduates			
**Thesis (393/394)	0	160.17	306.17
Gen. Reg.	9.0-2.9	277.17	1,161.17
	3.0-5.9	468.79	2,233.79
	6.0-8.9	644.42	3,272.42
	9 or more	821.04	4,314.04

*** NOTE: Refer to notes (A)-(H) on page 12.**

Important: Returned check fee is $20.00. Late registration fee is $10.00.

Registrar's Information

All matters concerning student registration and records are handled by the University Registrar, 105 Hanes Hall, CB# 2100 (962-3954).

If you are a continuing UNC-Chapel Hill student, you will receive a *Registration Notice* by mail in early March at your local address. See your adviser before your telephone registration date to receive your 4-digit Personal Identification Number (PIN).

If you are a student in MD, DDS, JD, or first year MBA programs, you will be registered initially by the registrars in these schools. Contact them for further registration information.

If you are a visiting, new, or readmitted student for the summer, you will receive a *Registration Notice* by mail after admission. This notice contains a telephone registration date, University hold information, and a form to verify your mailing address. If your registration notice indicates a **University hold**, you must clear the hold with the office listed before registering. The Summer School will provide a 4-digit **Personal Identification Number** (PIN) to visiting students with the admission letter. The PIN is required to access our telephone registration system (CAROLINE).

Advisers

For Visiting Students. Discuss your registration with your adviser or dean at your home institution. You may also contact the UNC-Chapel Hill Summer School and/or academic departments for assistance in course selection.

For Readmitted and New Students. Contact the appropriate office listed under the next item.

For Spring 1995 UNC-Chapel Hill Students. Contact your college, school, or departmental adviser following the same process as for fall 1995. See the schedule below. You will receive your PIN to register at this time.

Arts and Sciences: Make departmental and college appointments beginning March 14.

Business School: Information is available in 109 Carroll Hall.

Continuing Studies: Call 962-1134 when the Summer School Catalog is available.

Dental Hygiene and DHED Program: Contact your adviser beginning March 14.

Registration Process Summary

1. On or after your call-in date, and by touch-tone telephone only, you may call CAROLINE at 962-8621 to add, drop, waitlist, or verify a listing of your classes. (See the CAROLINE schedule on page 16.) NOTE: Refer to the *Telephone Registration Quick Reference,* guide of CAROLINE transaction Function Codes, on page 7 for instructions.
2. If you register during Telephone Registration Period I (TR I), you will be billed at your grade/billing address. If you have not paid or deferred your tuition and fees by May 2 for first summer session or by June 8 for second summer session, **your registration will be cancelled.**
3. Also, a *Personal Data Form* (PDF) will be mailed to your grade/billing address one week before classes begin.
4. To register during Telephone Registration Period II (TR II), you must pay or defer your tuition and fees prior to registration. Estimate your tuition and fees and make payment to the Cashier. See Financial Information beginning on page 10.
5. If you register during TR II, you may contact the Registrar to obtain your class schedule and verify your address anytime after you have completed your phone call to CAROLINE. Go to 105 Hanes Hall during business hours for a printed copy. If this is not feasible, call 962-3954 and request that it be mailed to you.
6. Obtain your UNC One Card for identification. See page 20.

Summer School—one size fits all

Education: Contact your adviser beginning March 14.

General College: Sign up in appointment books starting March 1 on the second floor of Steele Building. Appointments are scheduled from March 20 to April 7 (*only* for freshmen and sophomores who have not been transferred to upper college).

Graduate School: Contact your adviser beginning March 14.

Journalism and Mass Communication: Information is available in 100 Howell Hall.

Nursing: Check posted instructions on the first floor of Carrington Hall.

Public Health, Pharmacy, Social Work, Law, Information and Library Science, Medicine, MBA, Accounting Graduates, and Dentistry: Contact your school dean and/or registrar.

CAROLINE Registration Schedule

There are two separate telephone registration periods for accessing CAROLINE. On or after your assigned call-in date, you may add, drop, inquire, or list your schedule whenever CAROLINE is operating.

Telephone Registration call-in dates, assigned according to student classification for **both** sessions, begin on:

March 18 for Graduate and Professional students
March 24 for Seniors
March 31 for Juniors and Visiting students
April 7 for Sophomores, Continuing Freshmen, and Continuing Studies students

After your initial call-in date, you may use CAROLINE throughout the session.

Telephone Registration Period I (TR I)

First Session	**Second Session**
March 18-April 18	March 18-May 26

Hours of operation for CAROLINE:

8 A.M. to 8 P.M.:	March 18, 24, 25, 27, 31 April 1, 3, 7, 8, 10-13, 17, 18 May 15-19, 22-26
8 A.M. to 6 P.M.:	March 20-23, 28-30 April 4-6, 19-21, 24-28 May 1-5, 8-12
12 noon to 10 P.M.:	March 19, 26 April 2, 9
Closed:	April 14-16 May 6-7, 13-14, 20-21

During the early Telephone Registration period (TR I), departments may allow a waitlist, kept in the order of calls received, for any course. If a seat becomes vacant, CAROLINE uses the waitlist to fill the vacancy. You may use CAROLINE to check your waitlist status or drop your name from a waitlist.

NOTE: All waitlists are purged at the end of TR I.

If you register during TR I, a *Personal Data Form* is mailed to your grade/billing address. It includes a *Data Verification Request Form,* a confirmation of the courses in which you are enrolled, and the campus building and room number where each class will meet.

Late afternoon and night classes are listed on page 39.

As of the deadlines for TR I registration and payment, if you are not registered for any courses, or if you do not have financial clearance, or if you have a hold of any kind on your registration, you will be mailed a *Cancellation Notice* indicating that your registration has been cancelled including the reason and who to contact.

Note: Personal Data Forms and Cancellation Notices are mailed beginning May 8 for First Session and June 15 for Second Session.

Telephone Registration Period II (TR II)

	First Session	Second Session
To add:	May 15-May 19	June 22-June 28
To drop:	May 15-May 24	June 22-July 3

Hours of operation for CAROLINE:

Monday-Friday:	8 A.M. to 8 P.M.
Saturday and Sunday:	Closed

There are no appointed call-in times during TR II. It is open to all students cleared by the Cashier. If you are registering for the first time during TR II, you must pay your estimated tuition and fees in advance or file the *Tuition and Fees Deferment Form* with the Cashier. Financial aid recipients must also provide the Cashier with documented eligibility of financial aid plus payment for any previous charges or unfunded tuition and fees.

Note: You will be charged a $10.00 late registration fee if you register on or after the first day of classes.

If you add courses during TR II, **you will not receive** another copy of your *Personal Data Form.* To list your updated schedule, you can call CAROLINE. To determine the classroom and building in which your course meets, consult the offering department or the Class Listing section (pages A1 - A46).

Using CAROLINE

The following section details what you can do within the CAROLINE system. See the *Telephone Registration Quick Reference* on page 7 for a useful summary. Before you call, be ready to submit all the required access information, be familiar with the key codes, and have all the course information available. When open, CAROLINE handles 64 incoming calls simultaneously. (If you receive a busy signal or a message that the computer is not responding, call back later.)

How To Access CAROLINE

Call the UNC-Chapel Hill Telephone Registration System, CAROLINE, at 962-UNC1 (8621) **using a touch-tone telephone only.** (From a campus phone, dial only 2-8621; if calling long distance, include the area code 919 and the complete number, 962-8621.) If you have call waiting, you must temporarily cancel it while calling CAROLINE because it may disconnect your phone call. See the front of your local telephone book for instructions.

NOTE: To send information to CAROLINE, enter the pound sign (#) after each entry. A voice response will confirm your transaction and prompt for the next entry. It is not necessary to wait for the voice response before you make the next entry.

Before making any transaction, CAROLINE requests your action code, term code, student ID, and PIN.

Action Code. The ACTION CODE gives you access to the UNC-Chapel Hill Telephone Registration Systems. **This is not your PIN!**

The ACTION CODE is used to represent the type of program you are pursuing at UNC-Chapel Hill.

Example:

Undergraduate/Graduate Students (including Visiting Students and Continuing Studies Students)	**7 0 0 1 #**
Law Students	**7 0 0 2 #**

Term Code. The TERM CODE represents the year and term that you wish to access. The first two numbers represent the year and the last number represents the term you wish to access. First Session and Second Session of the summer term are coded 3 and 4 respectively.

Example:

1995 First Session	9 5 3 #
1995 Second Session	9 5 4 #

Student ID. The STUDENT ID NUMBER is normally your Social Security number. If you did not have a Social Security number when you entered the University, your student ID number is the 9-digit number assigned to you by your admitting office.

Example: 1 2 3 4 5 6 7 8 9 #

Personal ID Number (PIN). Obtain your 4-digit personal ID number (PIN), from your dean or adviser, or your letter of admission. Keep it confidential. When you enter your correct PIN, CAROLINE identifies you by spelling your last name and prompts you to proceed with your registration.

Example: 1 2 3 4 #

How To Register

Add. Use the ADD function to register for lectures, labs, and recitation sections or to add a course later. Within the ADD function, you use the 5-digit call number unique to each section of lecture, lab, and recitation. Press the number 2 key to add a course. Then, press the asterisk (*) key to signal CAROLINE that you are ready to enter the 5-digit call number of the course desired. Always conclude each transaction by pressing the pound (#) key.

Example: 2 * 1 2 3 4 5 #

Waitlist. If a teaching department has allowed a waitlist for a class that you are trying to ADD, you can use the WAITLIST function to add a specific section that is already filled. CAROLINE tells you if there is a waitlist for a section and how many names are on it; it also permits you to add your name to the list by prompting you to press the number 9 key and then the pound (#) key.

Adding your name to a waitlist means that CAROLINE includes the credit hours for this course on your registration schedule (waitlist hours are not calculated in tuition and fees). You can check on a waitlist status by calling CAROLINE to INQUIRE about a specific course or to LIST all your courses; if you wish to drop your name from the waitlist, use the DROP function.

The waitlist option is discontinued at the end of TR I and all names on the list are purged. If you were on a waitlist, you can call during TR II to fill the vacancy in your schedule.

Example: 9 #

Search. If a section of a course is either closed or cancelled, use the SEARCH function to request that CAROLINE search for an open section that does not conflict with the other courses on your schedule. CAROLINE also informs you if new sections have recently been added.

If you do not wish to search for an alternate section when prompted by CAROLINE, simply enter your next request. To use the SEARCH function, press the number 7 key followed by the pound (#) key.

Example: 7 #

Drop. Use the DROP function to remove a course from your schedule. If this course is linked with a lab and/or recitation section, you must first drop the lab and/or recitation section and then the lecture.

To use the DROP function, press the number 3 key, and then the asterisk (*) key to indicate to CAROLINE that you are ready to enter the 5-digit call number of the course to be dropped. Conclude your transaction by pressing the pound (#) key.

Example: 3 * 1 2 3 4 5 #

Conditional Drop/Add (CDA). Use the CDA function to enter both drop and add requests in one transaction. This function requires that all transactions be processed successfully for any one of them to be accepted. If a drop or add fails, the whole CDA request is rejected. You may enter the call numbers of one to three drops and one to three adds in the same transaction. (The number of drops and adds need not equal one another.)

To use the CDA function, press the number 4 key and the asterisk (*) key. Then, enter the 5-digit call number of the course you wish to drop, followed by the pound (#) sign. To enter more than one drop, use an (*) between each call number and conclude with the (#) key. Then CAROLINE will prompt you to enter the call number for the first course to be added. Enter the 5-digit call number followed by the (#) key. When entering more than one add, use an (*) between each call number and conclude the transaction with the (#) key.

Example:

4 * 1 2 3 4 5 # **(To DROP one course)**

4 * 1 2 3 4 5 * 1 2 3 4 5 * 1 2 3 4 5 #

(To DROP multiple courses)

CAROLINE will prompt ADD entries:

1 2 3 4 5 # **(To ADD one course)**

1 2 3 4 5 * 1 2 3 4 5 * 1 2 3 4 5 #

(To ADD multiple courses)

NOTE: The CDA function and the INQUIRY function are not active after the close of the period for adding courses each session.

Course Inquiry. Use the INQUIRY function to check your status in a course or to check the availability of a course. If a course is cancelled or closed, the SEARCH feature is offered to you. If a course is available, you must use the ADD function to register for that course. When using INQUIRY, you are not subject to any registration eligibility checks, but when you use the ADD function, you are.

To use the INQUIRY function, press the number 1 key, the asterisk (∗), and the 5-digit call number of the course followed by the pound (#) sign.

Example: 1 ∗ 1 2 3 4 5 #

List. The LIST function gives you a voice listing of your courses. To use the LIST function, press the 5 key and then the pound (#) key.

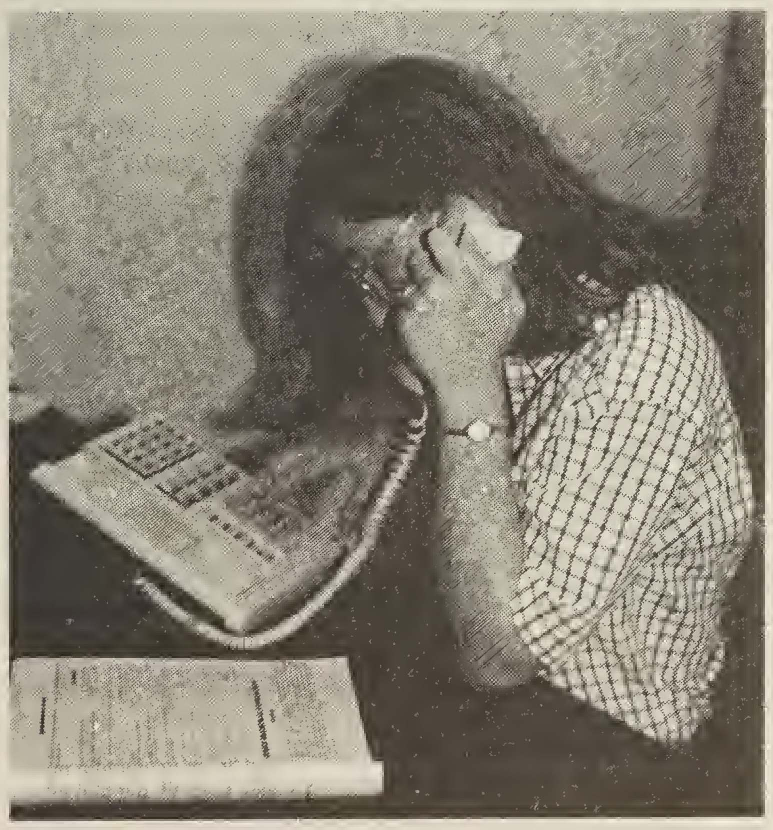
Example: 5 #

Cancel Entry. If you make a mistake before finishing an entry, you may erase or cancel your incomplete transaction by using the CANCEL ENTRY function. Press the asterisk (∗) key and then the pound (#) key to cancel your entry.

Example: ∗ #

Terminate. Use the TERMINATE function when you wish to exit the system. When you use this function CAROLINE gives you a final message and then ends the conversation. Press the number 8 key and then the pound (#) key.

Example: 8 #



Telephone registration—TR I and TR II

Tips About Registration

Eligibility to Register. When you use the ADD function CAROLINE checks your eligibility to register. To register for any term, you should have no financial or other miscellaneous holds. If a hold exists, CAROLINE will identify it and the office you should contact to clear it.

Course Restrictions. The ADD function also identifies any course restrictions specific to the course section that you are requesting. Academic departments may restrict course sections by student classification (freshman, sophomore, junior, senior, etc.), major, school, or any combination of the above. If you are not eligible to register for a course section, CAROLINE does not permit you to add it. Contact the teaching department for approval to have the course added.

Closed and Cancelled Courses. CAROLINE tells you when a course is filled or cancelled. If closed, CAROLINE informs you if there are any open sections. Use the SEARCH function to add an open section to your schedule. If there is a waitlist for this course, you may add your name to the list using the WAITLIST function. CAROLINE also informs you if new course sections have recently been added.

Lecture/Lab/Recitations. CAROLINE tells you when a lab and/or recitation must be linked with a course and prompts you to add the correct combination. CAROLINE does not allow you to enroll in a zero credit lab and/or recitation without first registering for the corresponding lecture section. If you add the lecture and are unable to schedule the linked lab and/or recitation, you must drop the lecture before proceeding with your registration.

Maximum Course Load. The typical course load is two courses, usually six credit hours. To enable you to enroll in courses earning four credit hours, CAROLINE allows you to register for as many as eight (8) credit hours. If you wish to register for more than eight credit hours, contact your dean for approval (the circumstances must be exceptional).

Same Course, Two Sections. **CAROLINE will not allow you to register for two sections in the same course.** If you are required to register for two sections of the same course, you can call CAROLINE to register for one of the sections. Then, request the teaching department to register you for the second section.

Time Conflicts. CAROLINE does not permit registration for two courses scheduled at the same time or for courses with overlapping meeting times. If some compelling situation arises whereby you wish to register for courses with time conflicts, present your case to the appropriate teaching departments to try to obtain special permission.

Variable Credit. When you add a variable credit course, CAROLINE asks how many credit hours you wish to enter. CAROLINE does not accept fractional credits. If you have approval to register for fractional credits, request the teaching department to enter the appropriate hours for you.

UNC One Card

If you are a regularly admitted student at UNC-Chapel Hill, you must obtain a UNC One Card. This will serve as your official student ID card as long as you are a student here. You will also use it to access campus facilities and services such as those provided by the Library, Student Health Service, and Physical Education and Intramural-Recreation. This is also a debit card for meal plans, expense accounts, photocopy, laundry, and some vending machines.

If you are newly admitted as a regular student, a summer visiting student, or a continuing studies student, obtain your UNC One Card as early as possible.

Issuance. Take your *Student Personal Data Form* to the UNC One Card office, which is located in 210 Daniels Building (Student Stores). During summer sessions the hours of operation are 7:30 A.M.-5 P.M., Monday through Friday. Any changes to these hours will be posted at Student Stores.

Replacement. If you lose or damage your UNC One Card or it requires a name change, go to the Card Office for a replacement. The fee is $15 and is subject to change.

Changing Class Schedule

Add. You can use the telephone registration system to add courses through the second day of classes of each session.

After May 20 for First Session and June 29 for Second Session, you can only add a course by special permission from the teaching department and the instructor. You must complete a Registration/Drop/Add Form available in the teaching department or the office of your dean and obtain the requisite signatures approving the adding of the course. Submit the form to the Registrar in 105 Hanes Hall. Extra payment of tuition and fees may apply.

Cancel. The University may cancel your registration or you may do it yourself. Having your registration cancelled has the same effect as not being registered at all. No entry is made on your permanent academic record, and no tuition and fees are charged.

The University mails to your grade/billing address a *Cancellation Notice* rather than a *Personal Data Form* if, as of May 6 for First Session and June 10 for Second Session:

a) you have not cleared financially, or still show a Cashier's Hold, Undergraduate Admissions Hold, Dean's Office Hold, or Student Health Services Cancellation Hold; or

b) you have NO courses recorded on your schedule and have not cleared financially.

You may cancel your own registration prior to the first day of class by noting on your *Personal Data Form* that you request a cancellation of your registration and returning it to the Registrar, 105 Hanes Hall, CB# 2100. If you do not have a *Personal Data Form* you may either come to the office or call and request a registration cancellation. The Registrar will process your cancellation.

If you wish to cancel your registration on the first day of classes and you have not attended any classes, contact the office of your dean. You will be advised if you can cancel or if you must withdraw (see "Withdraw" on page 21). Cancellations are not appropriate after classes begin.

Study international film/television in Norway or Shakespeare in Oxford! See Summer School Abroad on page 31.

Drop. You may reduce your course load by dropping a course if, after the drop, you are still registered for at least one course. If you are dropping your last course, you must process a withdrawal rather than a drop (see "Withdraw"). Otherwise, the last course you dropped is reinstated by the computer, and you will be billed and receive a grade.

Call CAROLINE through May 24 for First Session and July 3 for Second Session to transact the drop by telephone and have your tuition recalculated. After these dates but before the drop deadline, you may drop a course but you do not receive a refund. Complete the Registration/Drop/Add Form available in the teaching department or the office of your dean and obtain the requisite signatures. To drop a course officially, submit the form to the Registrar at 105 Hanes Hall.

NOTE: The deadline date for the drop period for undergraduates is the tenth day of classes. Refer to the table on page 5. Also see the section on Reducing Course Load for financial implications (p. 11).

Withdraw. You may withdraw from the University anytime **before the last day of classes** in the session for which you are registered. The withdrawal is noted on your permanent academic record, but an official withdrawal constitutes an honorable dismissal and may facilitate readmission. To make your withdrawal official, you need to fully process either a medical or academic withdrawal as described in the following sections. If you fail to do so, you will receive a grade of AB (absent) in your courses. Each such grade is computed as an F grade in establishing your grade point average and eligibility.

Medical Withdrawal. If you wish to withdraw for reasons of illness, contact the Student Health Service regardless of whether you received treatment there or elsewhere. If a medical withdrawal is authorized, it is handled by the staff of the Director of Student Health Service. A medical withdrawal is noted on your record without grades and without a semester in residence.

Academic Withdrawal. If you decide to withdraw from the University for reasons other than illness, you must complete an *Application for Withdrawal* available in the office of your dean. Clearance signatures from course instructors as well as various University offices are required.

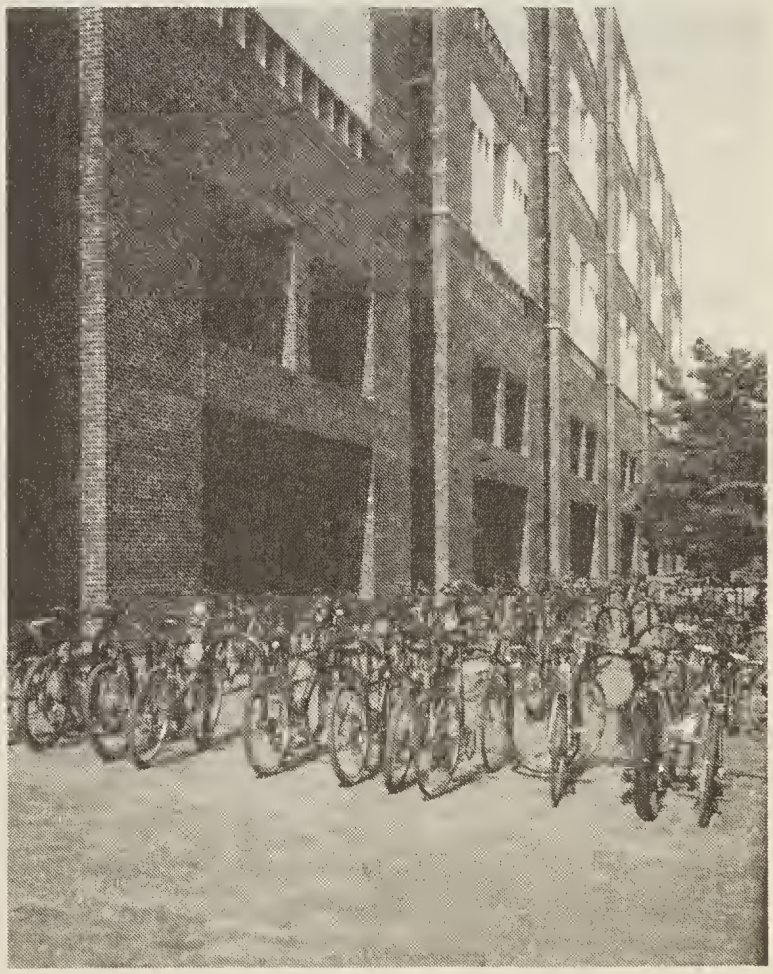
Other Information

Audit. When permissible you may audit any course that lends itself to this practice and has space available. Romance Languages courses are examples of courses in which auditing is not allowed. You should first obtain written permission from the instructor and the appropriate dean or chair. The Registrar does not keep records of audits, and your course audit will not appear on your transcript.

If you are officially registered in at least one course for credit, there is no charge for auditing a course in the same session. Otherwise, there is a fee of $10 per course payable to the Cashier. You must show a copy of the Cashier's receipt or your registration schedule to the instructor when you first attend class.

Pass/Fail. By action of the Faculty Council, the pass/fail option is not allowed during the summer term.

Address Change. If the address information (local, grade/billing, next of kin) on the *Data Verification Request Form* attached to your *Personal Data Form* is inaccurate, return the corrected form to the Registrar as soon as possible by mail or drop it in the box outside 105 Hanes Hall. If you do not have a *Data Verification Request Form*, contact a Registration and



The tour de Chapel Hill parking lot?

Student/Faculty Services Representative in 105 Hanes Hall for assistance. If your change in address occurs after the registration period, immediately notify the Registrar, CB# 2100, 105 Hanes Hall. Address changes cannot be taken over the telephone.

Inter-Institutional Registration.

Visiting Students. If you are a student **currently enrolled** in a degree program at NCCU, NCSU, UNC-Charlotte, UNC-Greensboro, or Duke and are registered at your home institution for at least one course in a summer session, you may also register at UNC-Chapel Hill for one three-credit-hour course during the same session if space is available and your dean approves. Enroll through your home institution, and pay tuition and fees as would apply there.

If your enrollment at any of the above universities is not current, or if you prefer to obtain a UNC-Chapel Hill transcript and transfer credit to your home school, then you should apply and register as a visiting student and pay tuition and fees as they apply at UNC-Chapel Hill.

UNC-Chapel Hill Students. If you are enrolled for at least one course at UNC-Chapel Hill, you may also register for a three-credit-hour course at NCCU, NSCU, UNC-Charlotte, UNC-Greensboro, or Duke and pay the tuition at UNC-Chapel Hill. Permission of your dean is required.

If you are an undergraduate, obtain the Inter-Institutional Approval Form from the Registrar in 105 Hanes Hall; if you are a graduate student, from the Graduate School. After obtaining the approval and the signature of your dean, return the form to the Registrar. A copy of the appropriate form is provided for you to take to the other institution, along with instructions for registering.

Veterans Educational Benefits. Veterans who expect to use veterans educational benefits should register and then contact Veterans Services, CB# 2100, 105 Hanes Hall (962-8292).

Confirmation of Enrollment. If you are registered in a summer session and require confirmation of enrollment to be sent to financial institutions, organizations, or agencies requiring proof of registration, contact the Registrar after the first day of classes, in person or by mail, CB# 2100, 105 Hanes Hall (962-8292).

Summer Graduation. The University confers both undergraduate and graduate degrees without academic ceremony after the summer term on August 22. If you plan to complete degree requirements during the summer term and wish to graduate in August, apply early in the session at the administrative office of your school. Graduates should receive their diplomas in the mail by the end of November.

UNC LIBRARIES house four million volumes in Walter Royal Davis Library, Louis Round Wilson Library, Robert B. House Undergraduate Library, and various departmental and professional school libraries. Nonprint section has videotapes and C.D.s.

Academic Information

Final Examinations

The final examination schedule cannot be changed; see the Class and Final Examination Schedule on page 6. The examination must be held at the time indicated, and all final examinations for on-campus courses must be given and taken on campus. If you have plans that prevent you from being present for a final exam, do not register for the course.

Within the last three days preceding a final examination period, no instructor is to give a quiz or assign a paper that is not part of or equivalent to a current daily assignment. Regular written examinations are required at the end of each session in all courses numbered less than 200 except where the nature of the course makes it unnecessary. The Provost must approve all exceptions in advance.

If you are absent from a final examination or if you are present and fail to submit the examination, the instructor will record a grade of AB, which converts to a grade of F if your absence is unexcused or an FA if your instructor specifies that your grade would still be an F regardless of your performance on a final examination. Only your dean or Student Health Services can authorize an excused absence from a final examination.

Grades

Grade Reports. At the end of each session you attend, the Registrar will mail you a report of grades and quality points. *The Undergraduate Bulletin* describes the grading system and the method of computing quality point average for undergraduates. *The Graduate School Record* and *The Graduate School Handbook* describe the grading system for graduate students. Undergraduate grades assigned to graduate students carry no graduate credit; they are useful for certification only.

NOTE: Undergraduate grades are the only grades given in courses numbered less than 100.

Grading System. Grades at UNC-Chapel Hill are authorized as follows: a plus or minus may be affixed to letter grades B and C; the grade A may be assigned a minus, but not a plus; a plus, but not a minus may be assigned to the grade of D.

NOTE: There is no PASS/FAIL option for summer courses.

Removal of Temporary Grades. Undergraduates who receive a temporary grade of IN (work incomplete) or an excused AB (absent from final examination) with prior excuse in a summer session have until the end of the first eight weeks of the subsequent fall semester to clear an IN and until the last day of classes of the fall semester to clear an excused AB. Graduate students who receive a temporary grade of IN or an excused AB in a summer session have one calendar year to convert it into a permanent grade. Any temporary grade not removed within these time limits is automatically changed to an F.

Undergraduate/Professional

A–Highest level of attainment
B–High level of attainment
C–Adequate level of attainment
D–Minimal passing level of attainment
F–Failed, unacceptable performance
IN–Work incomplete
AB–Absent from final examination
FA–Absent from final examination, failing and could not have passed even if the examination had been taken
NG–No grade assigned by instructor

Graduate

H–Clear excellence
P–Entirely satisfactory
L–Low passing
F–Failed
S–Satisfactory progress on thesis, dissertation, and research or language requirement courses
IN–Work incomplete
AB–Absent from final examination
FA–Absent from final examination, failing and could not have passed even if the examination had been taken
NG–No grade assigned by instructor

Grade Protests. If you wish to protest a course grade in a summer session course, first try to resolve the matter with the course instructor. Failing in this, consult with your dean or designated adviser to determine if you wish to appeal the grade according to the following procedure. Submit a written appeal together with any relevant graded papers and evidence of unfair or discriminating grading practice to your academic dean no later than the last day of classes of the subsequent fall semester.

Generally, you must show proof of an error or explain how you were graded differently from others in the same class. The dean will refer the appeal to the administrative board of the college or school and also to the chairperson of the department in question. The latter will appoint a committee to consider the appeal and will then make a recommendation based on the committee's findings to the dean's administrative board. The decision of the administrative board in such cases is final.

Code of Student Conduct

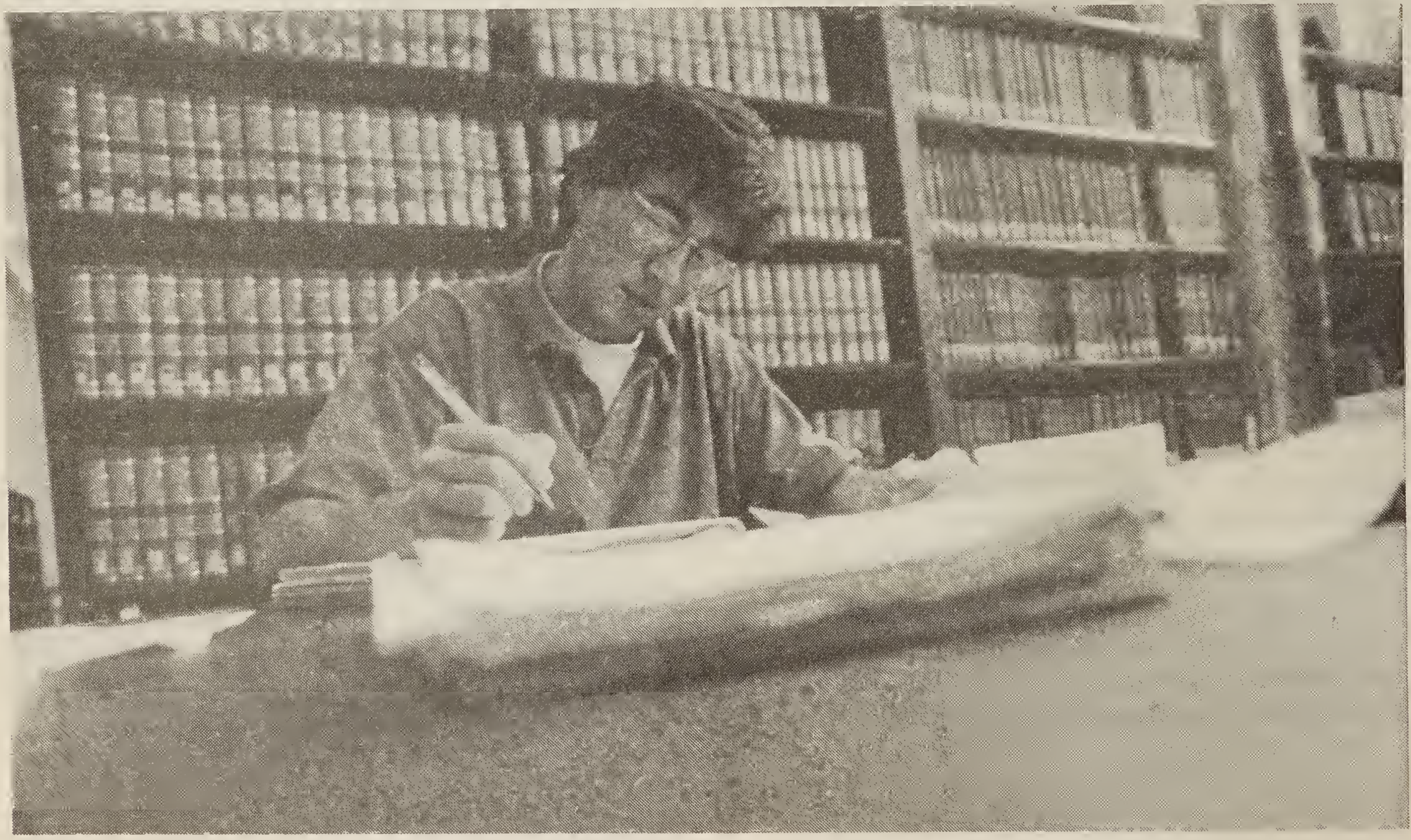
Your acceptance of enrollment in the University presupposes a commitment to the Honor Code and Campus Code and to the principles of self-regulation on which their continued viability rests.

Complete information on the student judicial system appears in the *Instrument of Student Judicial Governance,* which is available from the Student Attorney General or the Dean of Students.

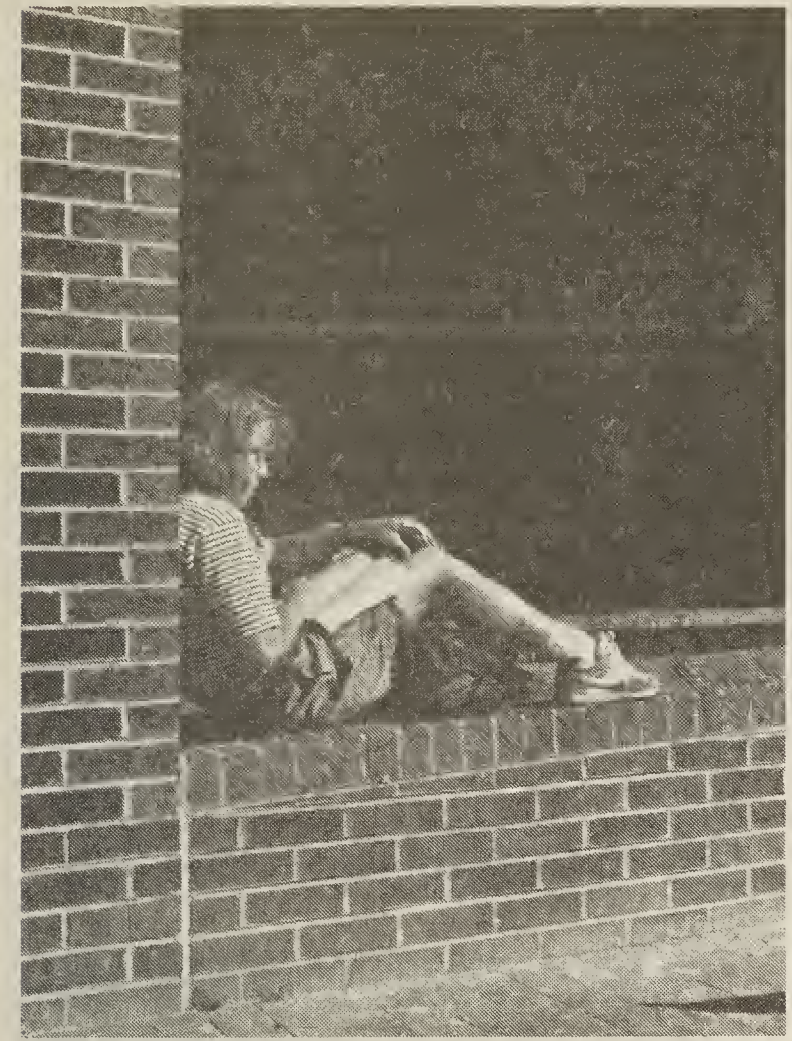
The Honor Code. It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.

The Campus Code. It shall be the further responsibility of every student to abide by the Campus Code; namely to conduct oneself so as not to impair significantly the welfare or the educational opportunity of others in the university community.

Procedure for Reporting Code Violations. It is the responsibility of students and faculty to report to the Student Attorney General (966-4084) or the



Davis Library's open spaces and large tables provide excellent conditions for studying



Inquiring mind(s)?

Dean of Students (966-4045) any instance in which reasonable grounds exist to believe a student has violated the Honor Code or Campus Code. If practicable, the observer can request that the accused student turn him- or herself in for the alleged violation within twenty-four hours before the matter is directly reported.

Sanctions. The Student Court may impose sanctions ranging from a recommendation for expulsion to suspension, probation, or censure. The normal sanctions for academic cheating are suspension and a failing grade in the course.

Plagiarism

Plagiarism is a form of academic dishonesty and therefore will not be tolerated. We define plagiarism in the Honor System as "intentional representation of another person's words, thoughts, or ideas, as one's own."

In writing term papers, short essays, take-home exams, computer programs, or other assignments, you must give credit to the original writers of words, thoughts, or ideas. Failure to do so leads anyone reading your work to believe it represents your thoughts. The plagiarist steals the thoughts or ideas of another person. Thus, in an academic community, plagiarism is a form of theft. Plagiarism also hurts the student who commits it. To plagiarize is to deny yourself the opportunity to strengthen your writing, research, and analytical skills.

Plagiarism can be as obvious as directly copying a paragraph or diagram from a book or article without acknowledging the source to something more subtle such as summarizing a paragraph or book without acknowledging it as a summary of another person's ideas. In either of these situations, you must indicate the original source of that paragraph, diagram, or idea.

Detailed information on why such attribution is necessary and how to document your work correctly can be obtained from an English/Writing instructor. If you will not be taking English 11 and 12, you are strongly encouraged to buy the book for those courses and to study the sections dealing with plagiarism. Your failure to know how to document a paper will not necessarily protect you from being found guilty of plagiarism.

The perfect study hall—under the Davie Poplar

Services and Facilities

Housing and Food Services

The Dean of the Summer School recommends that you live in a residence hall because of its proximity to classrooms, laboratories, libraries, computer facilities, and dining halls as well as recreational and athletic activities. This convenience means more time for student life and more opportunities for participating in campus activities.

On-Campus University Residence Halls. You have several economical options when you choose to live in university residence halls. Air-conditioned, non-air-conditioned, single room or double, meal plan or no meal plan, University Housing will work with you to meet your needs in summer housing. Rates for University residence halls per session are: sharing double room without air conditioning, $325; sharing double room with air conditioning, $360. A limited number of single rooms are available. Why not consider one of the best neighborhoods in Chapel Hill for convenient, affordable summertime living? Contact the Department of University Housing, CB# 5500, Carr Building (962-5401) for more details.

Payments for housing or meal plans are made to the Cashier, CB# 1400, Bynum Hall. The Cashier will validate your contract and forward it to the Department of University Housing for room assignment. The Cashier will also indicate to the Carolina Dining Service your name and social security number if you choose to participate in the food service option. The dining service will then issue the appropriate food plan identification card. Contact Carolina Dining Service, CB# 1505, 210 Lenoir Hall (962-0200).

Granville Residence Halls. Granville Towers is a privately owned and University approved complex of air-conditioned residence halls located adjacent to campus and Franklin Street. Room and board rate is $650 per person per session for double occupancy. No security deposit is required. Fifteen meals are included each week as well as housekeeping service, cable TVs, swimming pool, basketball court, physical fitness centers, and computer room. The parking rate is $65 per session per vehicle.

For further information and contract applications contact: Granville Towers, University Square, Chapel Hill, NC 27514 (919-929-7143 twenty-four hours a day, seven days a week or 1-800-332-3113 Monday-Friday, 8:00 A.M.-5:00 P.M.).

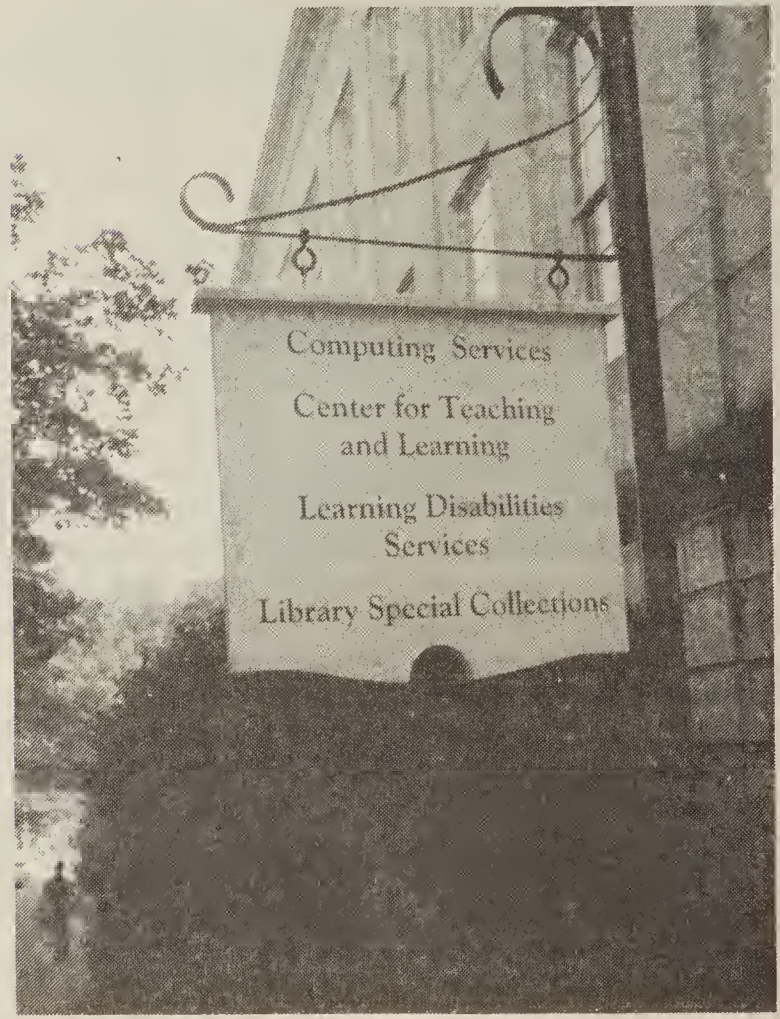
Off-Campus Housing. Rooms, apartments, and houses are available. Check local newspapers for listings. If you are considering off-campus housing, visit the property and make arrangements in person.

Off-Campus Dining. The Carolina Inn will be closed for a $13.5 million renovation until September 1, 1995. No food service will be available during the summer.

Numerous restaurants offer a variety of ethnic, cultural, and fast food services and are within walking distance or are accessible by Chapel Hill bus or trolley.

Disability Services

The Department of Disability Services assures that disabled students can independently meet the demands of university life. These services include:


Computing Services
Center for Teaching and Learning
Learning Disabilities Services
Library Special Collections

Lost? . . . Use helpful building signs

(1) Registration assistance—ensuring accessible buildings and classrooms, and adequate travel time between classes.

(2) Academic support—accessible class materials/examinations in braille, large print, recorded text, interpreters for hearing impaired, and note takers.

(3) A lift-equipped vehicle can be arranged through the Point-to-Point campus shuttle (P-to-P) transportation (962-P-To-P or 962-7867).

Services are available to students who are temporarily as well as permanently disabled. For more information contact Department of Disability Services, CB# 5100, 05 Steele Building (966-4041) (voice/TDD).

Transportation and Parking

Parking. Any Summer School student who parks an automobile between 7:30 A.M. and 5:00 P.M. on weekdays in UNC-Chapel Hill's designated reserved parking is required by the University's Department of Transportation and Parking to obtain and display a parking permit. Parking permit registration begins May 18 for the first session and June 27 for the second session. On these days students may park temporarily in the Craige deck on Manning Drive while conducting registration related activities.

Parking permit holders must use parking in specific zones only as indicated on their parking permit. After 5:00 P.M. on weekdays, however, students may park in any space that is unreserved (signs denote reserved spaces) except those in resident student lots (enforced after 5:00 P.M.). Vehicles parked illegally may be cited by Parking Enforcement. Subsequent violations may result in further citations, immobilization ("booting"), or towing of the vehicle.

Alternatives to Parking. The Department of Transportation and Parking sponsors viable alternatives to parking on campus, such as UNC-CAR (University of North Carolina Campus Area Ridesharing), bicycle registration, the Point-to-Point Campus Shuttle (962-P-To-P or 962-7867, or 962-7142 [TDD] for the hearing impaired) and the P2P Xpress shuttle serving designated stops during after-dark hours. The department also encourages the use of Chapel Hill Transit, for which bus passes (unlimited town-ride, unlimited campus-ride, or twenty-town/forty-campus ride coupon booklets) may be purchased at either the Department of Transportation and Parking or at the Student Stores.

For more information, contact the Department of Transportation and Parking during regular business hours (weekdays, 7:30 A.M.-5:00 P.M.), in the Security Services Building, on Morrison Drive (just off Manning Drive) on south campus, or call 962-3951.

Walk, bike, or ride the bus

Facilities and Student Services

Ackland Art Museum. The Ackland Art Museum houses an internationally known collection of more than 12,000 works of art ranging from ancient times to the present. It is especially rich in European painting and sculpture of the renaissance and baroque periods and the nineteenth century, in Asian painting and sculpture, and in North Carolina folk art including wood carving, painting, and ceramics. The collections of old master and modern drawings and of nineteenth- and twentieth-century photography are among the most important in the Southeast. Museum hours: Wednesday-Saturday, 10:00 A.M.-5:00 P.M.; Sunday, 1:00-5:00 P.M.; closed Mondays, Tuesdays, and major holidays.

International Center. Located on the first floor of the Student Union, the International Center serves as the main administrative, advising, and programming center for international students and faculty. If you need help, contact International Center, CB# 5240, Carolina Union (962-5661).

NOTE: The International Center advises foreign students coming to the U.S. for the summer term only to apply at the nearest U.S. Consulates for B1 (visitor for business) visas.

Libraries. One of the premier collections in the South, the University library contains more than 4 million volumes, 3.5 million microforms, 2 million government documents, and numerous special collections. The library is housed in a number of separate facilities: the Walter Royal Davis Library, the Louis Round Wilson Library, the Robert B. House Undergraduate Library, and various departmental and professional school libraries. The competent and friendly staff of all the libraries facilitate the use of books, magazines, films, tapes, computer databases, and other resource materials. Hours vary.

Learning Center. The Learning Center is a noncredit University service that offers students an opportunity to improve their reading and learning skills. The target population is General College students, but all undergraduates, graduate students, faculty, and staff are eligible. The program is flexible so you may register at any time; fees are required for some services. The center is located in Phillips Annex (behind Memorial Hall). Telephone 962-3782.

Student Health Service (SHS). Student Health Service, located next to Kenan Stadium, is responsible for the health care of students in the University who are enrolled for the current summer session. Spouses not enrolled in the University may become eligible by paying the student health fee at SHS.

The fee covers the cost of most services provided by SHS professionals, including physicians, physician extenders, physical therapists, and mental health professionals. Outpatient laboratory and X-ray studies done at SHS require a copayment fee. There are charges for specialty clinic care and after hours urgent care offered at less than the average market price. Payment is requested on the day service is rendered for outpatient charges.

Patients who are hospitalized at SHS are charged for inpatient rooms, drugs, miscellaneous supplies, laboratory and X-ray studies, professional services, and UNC Hospital consultations. Students should be aware that hospital services are not covered by the student health fee. Because the health fee does not cover hospitalization, surgery, and intensive care, you should have additional health insurance.

Students are seen by appointment during office hours, 9:00 A.M.-4:30 P.M., Monday-Friday. After regular office hours, After Hours urgent care is available.

Student Stores. The Student Stores, located in the Daniels Building, is owned and operated by UNC-Chapel Hill for its students, faculty, and staff. Student Stores carries textbooks and associated materials for all courses, plus school supplies, computers and software, general books, and a broad range of collegiate clothing and gift items.

Student Stores earnings go only to student scholarships. Since 1980, Student Stores has contributed $6 million to nonathletic student scholarships. Hours: 7:30 A.M.-7:00 P.M. Monday-Friday; 10:00 A.M.-6:00 P.M. Saturday; 1:00 P.M.-6:00 P.M. Sunday (962-5066).

UNC One Card, upstairs in student stores

Health Affairs Bookstore. Health Affairs Bookstore, located within the medical campus, carries all required Health Affairs textbooks, medical instruments, and school supplies. Hours: 8:00 A.M.-5:00 P.M. Monday-Friday (966-2208).

Morehead Planetarium. The universe is within reach at Morehead Planetarium. One of the largest planetariums in the country, Morehead Planetarium provides activities to pique your interests and develop your mind.

The climate-controlled Star Theater offers daily programs on the mystery and science of the universe, special showings of wide-angle films, and breathtaking representations of the night sky. A rare walk-in orrery (solar system model), an art gallery, and a science shop are inside and a huge sundial and rose garden outside.

The Morehead Planetarium also sponsors classes, lectures, special observations, programs, and workshops for all ages and interests throughout the year, including a summer day camp for youngsters. Nearly all the adult courses carry state of North Carolina teacher certification renewal credit.

For recorded information on show times, classes, or membership, call 549-6863. Program schedules and other materials are available at the Planetarium Sales and Ticket Office, CB# 3480, East Franklin Street (962-1236) on the north edge of the campus.

Counseling Center. The Counseling Center offers counseling and testing services to students. Individual counseling is provided for career, personal, and academic concerns. In addition, the center provides testing and treatment services for learning difficulties and learning disabilities. Psychologists and professional counselors are available by appointment; all information is strictly confidential. A resource room includes a large number of books and resource materials pertaining to careers, educational programs, and personal development. For further information and appointments contact: University Counseling Center, CB# 5130, Nash Hall (962-2175).

University Career Services. The major summer services provided to UNC-Chapel Hill students are job referrals (only for students within two semesters of completion of a UNC-Chapel Hill degree), job vacancy notebooks, career and employer literature, summer employment and internship assistance, and individual career advising. Contact University Career Services at 211 Hanes Hall, CB# 5140 (962-6507).

Recreation and Sports

Carolina Union. Located in the Frank Porter Graham Student Union Building, the Carolina Union offers a variety of programs, many of them free, including movies, musical programs, art exhibits, and other special events. Facilities in the Union include an information desk, comfortable lounges, bowling lanes, large-screen televisions, a billiards room, vending machines, and a snack bar. The Union also houses the International Center, the Sonja Haynes Stone Black Cultural Center, the Student Activities Fund Office, and the offices of Student Government and other major student organizations. For information on Carolina Union events, call 962-2285.

Intramural-Recreational Sports. The IM-REC Sports Program is housed in the Department of Physical Education, Exercise, and Sport Science and located in 203 Woollen Gymnasium. Summer activities include leagues in softball, basketball, and volleyball as well as tennis, racquetball, and golf tournaments. Call 962-1153 for program information.

The Sports Club Program offers water skiing, kayaking, and windsurfing, among others. Call 962-1013 for more information.

Woollen Gymnasium and Fetzer Gymnasium are available during specific recreational hours. Locker room service, racquetball/badminton/squash/volleyball/basketball courts are open for use on a regular schedule. The 41 tennis courts on campus are available for use by students, faculty, and staff. There is recreational swimming in the pool. Call 962-1153 for hours.

The Student Recreation Center houses a state-of-the-art weight training/fitness facility and four aerobics/dance studios. Call 962-4772 for recreational hours and aerobics class schedule.

The new Outdoor Recreation Center is home to the Carolina Adventures Program. Call the center for the schedule of outdoor trips and equipment rental information (962-4179). Please contact the IM-REC Office, CB# 8605, 203 Woollen Gymnasium (962-1153) for information concerning the department's programs. All programs are free to registered students. Faculty and staff must purchase gym and pool privilege cards from the UNC One Card Office.

Other Recreational Opportunities. Finley Golf Course is owned by the University and is available for students, faculty, staff, alumni, and guests; greens fees apply. Contact Finley Golf Course for more information (962-2349). The University also has a boating, swimming, and camping area on Kerr Lake (sixty miles north). Contact the Employee Services Department (962-1483).

HIGHLIGHTS: pages 30–37
unique course offerings here, there, everywhere.

Summer HIGHLIGHTS

The courses listed in this section are offered on varied schedules or with concentrated instruction. You should register in advance to reserve your confirmed space in the course. See the calendar on page 4 and contact the Summer School if you have any questions.

For further information on the course topics and goals, contact the teaching school or department. **For registration purposes, the courses are assigned to First or Second Session.** See the following listing for this assignment and for the course dates.

Foreign Language and Culture

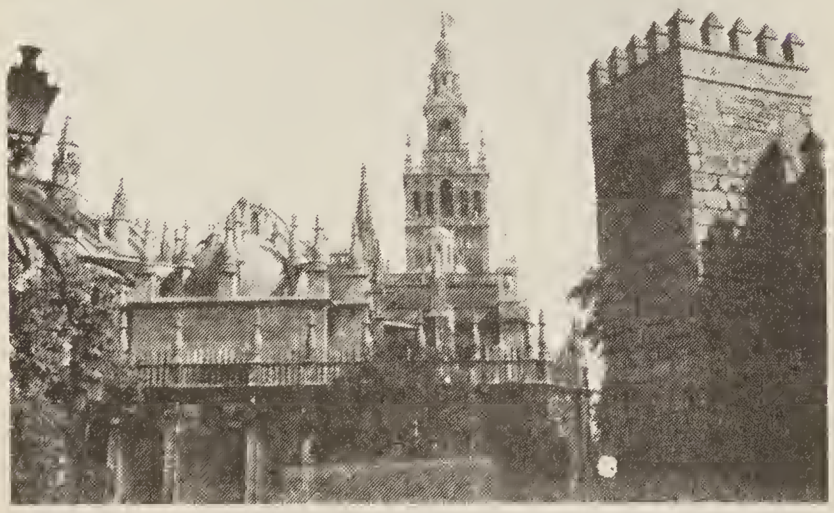
AFRICAN STUDIES INTENSIVE KISWAHILI

Professor Masila Mutisya will prepare students to use Kiswahili comfortably and to function in African countries where Kiswahili is spoken. Students should complete this six-credit-hour course with language achievement at the 2+ FSI test level and with extensive cultural awareness. For more information contact the Curriculum in African and Afro-American Studies, CB# 3395 (966-5496).

AFRI xxxx	**African Studies Intensive Kiswahili (6).** Subject to division and college approval, a new course will be offered using an intensive format. The course number, dates, and registration control number will be available from the department.

MAYAN LANGUAGE AND LITERATURE

Introductory Yucatec Maya. June 5-July 15. The Duke-UNC Latin American Studies program offers a three-part intensive introductory course in modern Yucatec Maya with a secondary focus on ancient and colonial Maya literature. Parts one and two consist of four weeks of intensive classroom instruction and conversational practice at UNC-Chapel Hill as well as a weekend workshop in hieroglyphics at the Duke University Museum of Art. Part three will be a two-week field orientation in Yucatan to allow students to live with Maya families and share in their daily lives. Students will earn one or six hours of credit; an extra program fee applies.


The cathedral in Seville

To apply, contact The Yucatec Maya Summer Institute, Duke-UNC Program in Latin American Studies, CB# 3205, Hamilton Hall, UNC-Chapel Hill, Chapel Hill, NC 27599-3205 (966-1484). Fax: 962-0398.

First Session Registration

LTAM 160	**Intensive Yucatec Maya (Var).** June 5-July 15. Intensive classroom instruction, conversational practice, laboratory work, followed by field study in Yucatan, Mexico.

SPANISH LANGUAGE, CULTURE, AND ADVANCED STUDIES IN SEVILLA, SPAIN

May 31-July 6.The UNC Year at Sevilla and the Summer School offer a five-week program of upper-level Spanish courses conducted in Sevilla, Spain, and supervised by a resident director from UNC-Chapel Hill. Professor of Spanish Larry King, Department of Romance Languages, with assistance from professional language instructors and professors from the University of Sevilla, will teach language and culture courses. Specific course offerings will depend on student enrollment and interest. Language classes are limited to ten students per class. Each student can enroll in two courses and earn six credits. Students live with local families. The program includes a two-day stay in Madrid and visits to other cities of cultural interest such as Cordoba and Granada. A special program fee applies.

For more information and application materials, write Sevilla Verano '95, UNC Year at Sevilla, Department of Romance Languages, CB# 3170, 238 Dey Hall (962-5078).

Tentatively, courses will be selected from the following list:

Second Session Registration

SPAN 23	**Spanish Conversation I**
SPAN 51	**Spanish Conversation II**
SPAN 52	**Spanish Culture and Civilization**
SPAN 96	**Seminar in Undergraduate Spanish (History of Spanish Art)**
SPAN 146	**Structure of Modern Spanish**

Summer School Abroad

The following courses are open to students in good standing at any accredited college or university in the United States, and to alumni and other college graduates as space allows. Foreign language skills are not required for these courses, which are UNC-Chapel Hill courses taught by UNC-Chapel Hill faculty. Credit applies toward degree and graduation requirements as in any other summer course. **Special program fees apply to each entry.** For information and application materials, contact Summer School, CB# 3340, Pettigrew Hall (966-4364).

Belgium-Germany. May 13-June 8.Visits to the executive offices of the European Community and NATO will highlight the stay in Brussels, Belgium. In Hannover and Munich, Germany, study will concentrate on international manufacturing including plant tours. BUSI 193A: BUSINESS IN THE EUROPEAN COMMUNITY (3), and BUSI 193B: BUSINESS OPERATIONS IN EUROPE (3).

Dr. Douglas A. Elvers, Professor of Business Administration and director of the International Business Education Center, has taught programs on four continents and recently spent a semester at The University of Gottingen in Germany. He has led similar Summer School Abroad programs in Belgium and Germany during the past five summers.

Great Britain and Scandinavia. June 5-June 30. Celebrate 100 years of cinema, 1895-1995, and 50 years of television, 1945-1995. Participants study British and Scandinavian film and television and international film history in London, England and Trondheim, Norway. COMM 151 INTERNATIONAL FILM/TELEVISION (3). COMM 143 HISTORY OF FILM (3).

Dr. Gorham Kindem, Professor of media history and production in the Department of Communication Studies, has led similar programs in Northern Europe, and he has been a visiting professor at the University of Trondheim. He is the author or editor of five books on film and television, and his award-winning documentary films have appeared on PBS and The Discovery Channel.

Greece. May 21-June 14. A study of mainland Greece and the Cycladic Islands with emphasis on ancient Greek history and archaeology. HIST 52: HISTORY OF GREECE (3), and HIST 102B: ANCIENT GREEK SOCIETY AND CULTURE (3). HIST 91: INDEPENDENT STUDY for undergraduates (3) or HIST 299: INDEPENDENT STUDY for graduate students (3) may be substituted for one of these courses.

Dr. Jim McCoy, Associate Professor of History and Classics, has been professor-in-residence in Greece for UNC-Chapel Hill alumni and special interest groups. He has been professor-director of the UNC-Chapel Hill Summer Program in Greece since 1981.

Kenya. May 17-June 15. A unique opportunity to learn first hand the history and contemporary culture of Kenya, under the guidance of instructors with extensive experience in Africa. ANTH 161: FIELD SCHOOL IN CONTEMPORARY AFRICAN CULTURE (6).

Dr. Robert E. Daniels, Associate Professor of Anthropology, has spent 3 1/2 years in Kenya performing and administering ethnographic research.

London. May 15-June 10. Participants will study modern English drama and examine the similarities and differences between British and American schools, curriculum, and methods of instruction emphasizing their relationship with the differences in governments, families, values, economies, and beliefs. EDCI 199: INDEPENDENT STUDY IN CURRICULUM AND INSTRUCTION: THE LONDON EXPERIENCE—AN AMERICAN ASSESSMENT (3), and ENGL 46A: DRAMA ON LOCATION (3).

Dr. Gerald Unks, Professor of Education, has led similar programs in Europe, the USSR, and the Peoples' Republic of China. He has received all-university awards for his excellence in inspirational teaching of undergraduates.

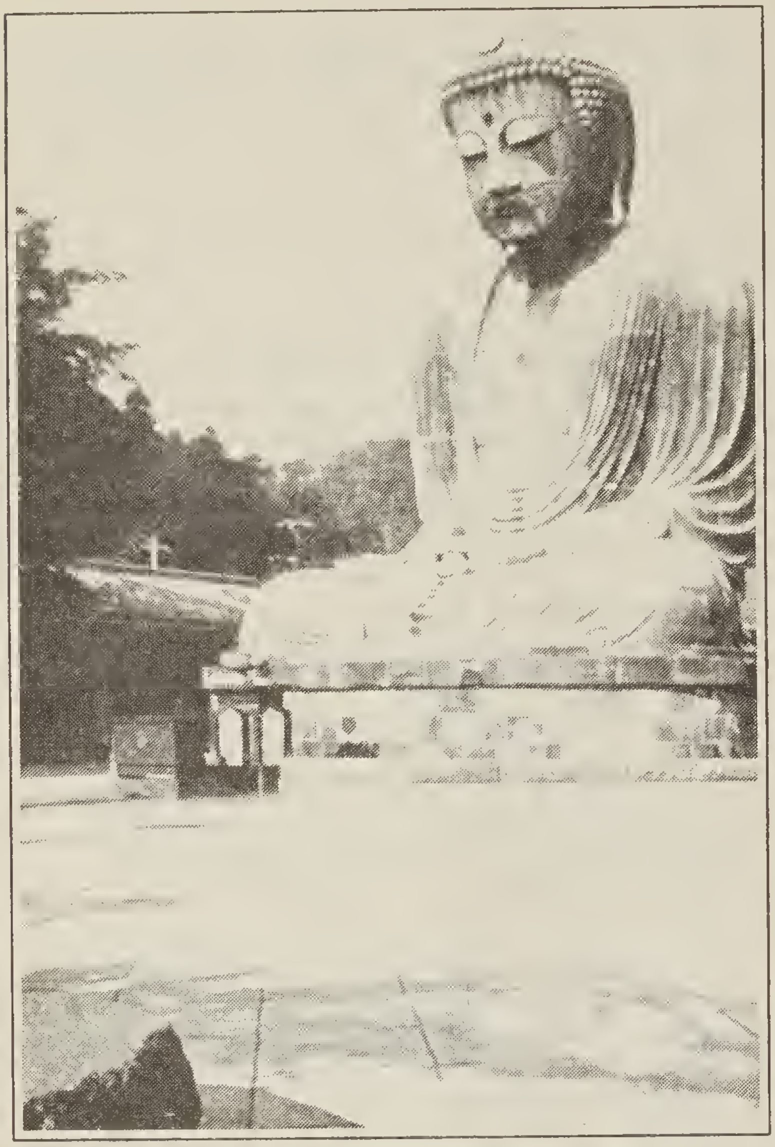
Dr. Kimball King, Professor of English, has directed numerous student courses in London and also has received all-university awards for his excellence in inspirational teaching of undergraduates.

Oxford. July 10-August 11. Participants will discover the writers of Oxford and enjoy Shakespeare's plays while living in St. Edmund Hall, a 780-year-old college of Oxford University. ENGL 58: SHAKESPEARE (3) or (for those who have taken that requirement for the major in English) ENGL 46B: DRAMA ON LOCATION (3), and ENGL 49B: STUDIES IN LITERARY TOPICS: THE LITERATURE OF OXFORD.

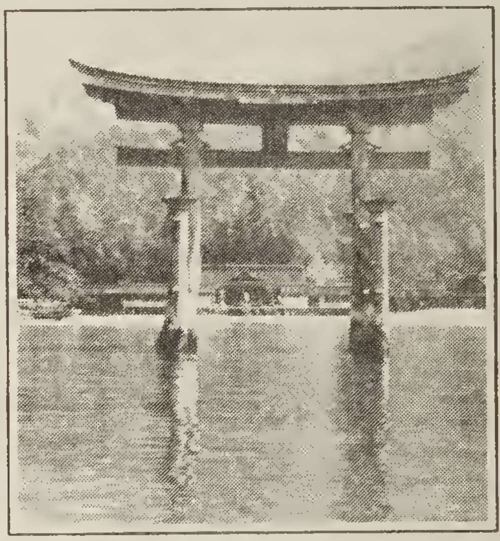
Dr. Christopher Armitage, Bowman and Gordon Gray Professor of English, has received awards for excellent teaching, including the Nicholas Salgo Outstanding Teacher Award. An alumnus of St. Edmund Hall and graduate of Oxford University, he has conducted programs in England since 1969.

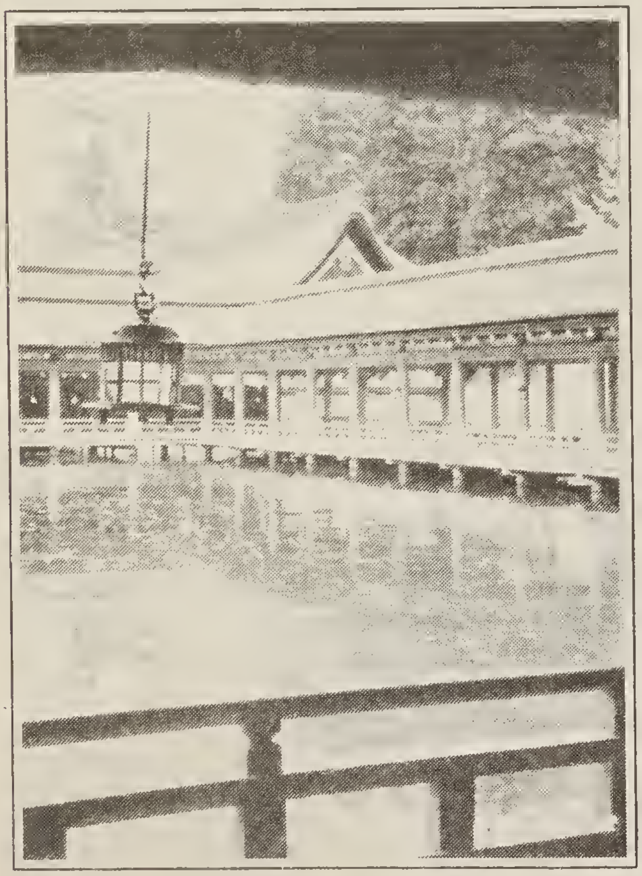
Morges, Switzerland. July 15-29. Integrated with the Cours International de Musique, participants will survey chamber music with a focus on works for piano, strings, woodwinds, and horns. All participants will meet, make music, and live with students of other nationalities. MUSC 171: INSTRUMENTAL PERFORMANCE REPERTOIRE (3), and MUSC 7J: CHAMBER PLAYERS (1) or MUSC 207J: MIXED CHAMBER MUSIC (1.5).

Donald Oehler, Associate Professor of Music, has conducted similar programs during the past ten years and gives regular concert performances on the clarinet.



JAPAN





Focus Program: Japanese Culture and Society

Contemporary Japan blends historical complexity, economic energy, cultural splendor, and political and social effervescence with an intrinsic importance to the United States in a way matched by perhaps no other country. The University of North Carolina at Chapel Hill is fortunate to have on its faculty numerous experts on Japan, the most economically powerful and culturally subtle nation in East Asia. During the first session of the 1995 Summer School six faculty members will make a special offering of the following courses. There are no prerequisites for these courses, and no prior knowledge of Japan or Japanese language is required. Courses follow the schedule for first session, May 18-June 23.

NOTE: Special scholarship support is available for 25 students enrolling in any of these courses; contact the Summer School for an application.

First Session Registration

ANTH 196 **The Temples, Shrines, and Gardens of Japan (ART 192) (3).** The design principles, aesthetics, and religious foundation of the landscape and architecture of Japan. It considers the influence of Taoism, Buddhism, and Shinto on the form and meaning of landscapes and architecture including different types of gardens and shrine and temple buildings as components of the landscape.

Professor Norris Johnson has spent 1 1/2 years in Japan researching landscape symbolism and temple architecture and gardens.

ASIA 199 **Introduction to Japanese Literature (3).** Introduction to the major genres, aesthetic concepts, and classic works of Japanese literary history. Readings are in English and include Lady Murasaki's *Tale of Genji*, Ihara Saikaku's comic *Life of an Amorous Woman*, and modern novels by Japan's two Nobel-prize-winning authors. **Night section only, M, T, Th.**

Professor Jan Bardsley specializes in modern Japanese literature and feminist criticism.

GEOG 166 **Eastern Asia (3).** A survey of the human geography of China, Hongkong, Taiwan, Mongolia, North and South Korea, and Japan. Focus is on the geographical pattern and structure of population; urbanization; agricultural and industrial activities; transportation networks; and regional units.

Professor Douglas Eyre has been a specialist in the geography of Japan, especially its cities, since 1942.

HIST 88 **Japan since 1945 (3).** An introduction to Japan since the end of World War II. Topics include the Pacific War; the American Occupation; trends in Japanese politics, society, and culture; the nation's economic recovery and transformation into an economic superpower; and U.S.–Japan relations.

Professor Miles Fletcher is a specialist on the history of modern Japan, and has done research in Japanese business and intellectual history.

POLI 123 **Government and Politics in Japan (3).** An introduction to contemporary Japanese politics; the cultural and historical basis of politics, the constitutional and institutional structure of government, public opinion and voting behavior, political parties and interest groups, and the role of bureaucracy and parliament in the making of both domestic and foreign policy. **Late afternoon section only, M, T, Th.**

Professor James White has studied Japanese politics for 30 years, with a special interest in urban and neighborhood politics and political protest.

RELI 163 **The Religious Dimensions of Japanese Culture (3).** An introduction to the major forms of Japanese religion, including Zen, Pure Land Buddhism, the Esoteric schools, Shinto, and contemporary new religious movements.

Professor James Sanford's major interests are in Japanese Buddhism—especially Esoteric and Zen Buddhism—and the fusion of Buddhism and literature in Japan and China.

Courses for Teachers, Librarians, and Counselors

EDUCATION

First Session Registration

EDSP 200 **Introduction to School Counseling (3).** June 5-23. Prerequisite, graduate standing. Philosophical bases of pupil personnel services with emphasis on elementary and secondary school guidance programs.

EDSP 201 **Theories of Counseling (3).** June 5-23. Prerequisite, permission of the instructor. Current theories of counseling with emphasis on theory as a means of conceptualizing behavior change in the counseling process.

EDSP 228 **Externship in School Psychology (1-6).** Prerequisite, permission of the instructor. May 18-June 10. May be repeated for credit. Supervised observation and participation in school psychological services in schools and school-related field facilities.

Second Session Registration

EDSP 322 **Seminar in Learning Disabilities (3).** June 27-July 18. Prerequisite, permission of instructor. Designed to explore the etiology, classroom manifestations, and treatment programs of children with learning disabilities.

INFORMATION AND LIBRARY SCIENCE

First Session Registration

INLS 110-53 **Library Automation (3).** May 18-June 2. Focus on current information systems applications in libraries and related information agencies. Topics range from societal issues impacting information transfer to the decision processes involved in selecting automated systems. Outlines the steps necessary in building, selecting, and implementing computer-based systems in libraries of all types. **Monday-Friday afternoon classes.**

Second Session Registration

INLS 256 **Database Systems (3).** July 14-July 31. Prerequisite, INLS 102 and INLS 162. A study of database models including relational, hierarchical, and network; normalization techniques, query languages, and entity-relationship theory. **Monday-Friday afternoon classes.**

INLS 210-71 **Financial Management for Libraries and Information Centers (3).** June 27-July 13. Prerequisite, INLS 131. Management of the financial affairs of an information center including accounting and budgeting concepts, funding, purchasing, and methods of analyzing, controlling, monitoring and reporting costs. **Monday-Friday afternoon classes.**

JOURNALISM AND MASS COMMUNICATION

Second Session Registration

JOMC 102 **Journalism Education in High School (3).** July 10-20. Readings, discussion, projects fostering excellence in teaching journalism-mass communication in the high school, from philosophy and practice to professional skills.

MATHEMATICS

The following short course is designed for teachers of mathematics or science, or for students preparing to become mathematics or science teachers. This course is cosponsored by the Center for Mathematics and Science Education. For each course, special fellowship support is available to certified mathematics or science teachers. Application for this support should be made directly to the Center for Mathematics and Science Education, CB# 3500, Peabody Hall, (966-5922).

Second Session Registration

MATH 115 **History of Mathematics (3).** June 27-July 17. Prerequisites, Math 32 and 81. A brief general survey of the history of mathematics. Some special problems in depth. Problems in the history of mathematics.

View the outside night sky inside the Morehead Planetarium Star Theater.

Students get hands-on experience at an archaeological dig

On-Site Courses

ARCHAEOLOGICAL EXCAVATION AT THE JENRETTE SITE

UNC–Chapel Hill archaeologists will conduct a dig at the presumed site of *Shakor*, a late seventeenth-century Native American village near Hillsborough, North Carolina. Students will participate in the excavation, recovery, recording, and interpretation of archaeological remains. Instruction will be given in transit mapping, photography, flotation recovery, and other research procedures. For further information contact Drs. Steve Davis or Trawick Ward, Research Laboratories of Anthropology, CB# 3120, Alumni Building, 962-6574.

First Session Registration

ANTH 151	**Field School in Archaeology (6).** May 19-June 27. Intensive (40 hours per week) training in archaeological field methods and techniques.

COURSES AT HIGHLANDS BIOLOGICAL STATION

The University's Highlands Biological Station offers summer courses that provide credit under the Department of Biology.

BIOL 195	**Field Biology at Highlands Biological Station (1-4).** *Biology of Plethodontid Salamanders (3). June 5-16.* *Research on Plethodontid Salamanders (3). June 19-30.* *Conservation Biology with Special Reference to Old Growth Forests (3). June 19-30.* *Fleshy Fungi of the Southern Appalachians (3). July 3-14.* *Research on Fleshy Fungi (3). July 17-28.* *Ecological Research Techniques (3). July 17-29.* *Grasses, Sedges, and Rushes (3). July 31-August 11.*

For more information contact the Division of Continuing Education, The Friday Center, CB# 1020 (962-2543).

HOLLYWOOD INDUSTRIES STUDY

Hollywood Media Industries: Field Study and Internship Program. The Department of Communication Studies offers an exciting 4-5 week summer field study and intern-ship program in Hollywood, California, July 5-August 1. Participants will live and work in the Los Angeles area. In addition to the internship, students will study and perform research on the history, current organizations, and practices of various media industries in the Los Angeles area, including film and television.

The instructor is Paul Edwards, a University of North Carolina at Chapel Hill alumnus, who received a Master of Arts degree from the Department of Radio, Television, and Motion Pictures. Mr. Edwards is currently a screenwriter working in the Los Angeles area.

To apply, contact Steve May, Communication Studies, CB# 3285, Bingham Hall, UNC-Chapel Hill, Chapel Hill, NC 27599-3285 (962-1127). Review of applications for Hollywood Industries Study begins in the fall semester and applicants are chosen in the spring semester.

Second Session Registration

COMM 90-2	**Internship (1-3).** July 5-August 1. For Communication Studies majors only. Hollywood Media Internships. Departmental approval required.
COMM 159	**Special Topics in Media Study (3).** July 5-August 1. Hollywood Media Industries.

COASTAL PROCESSES AND MANAGEMENT

The coastal zone is probably the most dynamic in terms of the natural and built environments. The purpose of these courses is to provide an understanding of the geological, physical, chemical, and biological processes and of the federal, state, and local programs that manage development within the coastal zone. The courses will be offered at The University of North Carolina Institute of Marine Sciences in Morehead City, North Carolina. Graduates and undergraduate rising seniors may apply. Class size will be limited due to laboratory, van, and boat capacities. MASC 138 may be taken without taking PLAN 110, but MASC 138 or a comparable course is a prerequisite for PLAN 110. Instructors for this program are Professor David Brower, City and Regional Planning, and Professor Dirk Frankenberg, Marine Sciences. For more information and application materials, contact Professor David Brower, City and Regional Planning, CB# 3140, New East (962-4775). Partial financial aid can be provided for some applicants.

First Session Registration

MASC 138	**Environmental Processes of the Coastal Zone: Coastal Processes Linked to Management (3).** May 15-26. Environmental description of the coastal zone at a level suitable for nonscience majors. Emphasis on multidisciplinary analysis of areas of environmental concern and field study of local beaches, dunes, maritime forests, wetlands, estuaries, swamp forests.
PLAN 110 (34)	**Coastal Zone Management (3).** May 30-June 9. Description of the coastal management programs used in the United States at the federal, state, and local levels to protect the natural resources in the coastal zone. The North Carolina coastal program will be used as an example, but the course will have a national perspective. Sustainable development will be a major theme.

MARINE SCIENCES AT THE COAST

All courses are offered at the Institute of Marine Sciences in Morehead City, North Carolina. Partial financial aid can be provided for some applicants. For further information contact Summer School Program Chair, The University of North Carolina at Chapel Hill, Institute of Marine Sciences, 3431 Arendell Street, Morehead City, NC 28557. Telephone (919) 726-6841.

First Session Registration

MASC 138	**Coastal Processes and Management**
PLAN 110 (34)	*See course listings under the previous item.*
MASC 141	**Special Problems in Marine Biology (BIOL 141) (3-6).** May 15-June 16. Prerequisites, BIOL 140 and permission of instructor. Comprehensive survey of problems and laboratory methods in any of the following areas: mollusca, vertebrate, fungi, ecology.
MASC 300	**Research in Marine Sciences (2 or more).** May 15-June 16.

Second Session Registration

MASC 138	**Environmental Processes of the Coastal Zone: Barrier Island Ecology (6).** June 19-July 21. Prerequisite, course in general ecology. Implications of barrier island migration and other physical processes for the plants and animals of barrier islands. Emphasis on management of barrier beaches from Maine to Texas and the impact of human interference with natural processes. Field studies.
MASC 141	**Special Problems in Marine Biology (BIOL 141) (3-6).** June 19-July 21. (See description in First Session.)
MASC 300	**Research in Marine Sciences (2 or more).** June 19-July 21.

SOUTHWEST FIELD CAMP IN GEOLOGY

The Geology Summer Field Camp is a six-week program in northern New Mexico, south-central Colorado, and north-central Arizona designed to develop professional-level skills in geologic field mapping on topographic and aerial photographic base maps. A wide variety of rock types will be studied, including Precambrian metamorphics, Paleozoic platform sediments, Mesozoic marine sequences, and Late Mesozoic-Tertiary volcanic and intrusive rocks. In addition to the acquisition of practical skills in field geology, emphasis is placed on the regional geology of the southwestern United States. For further information or to apply, write or call Dr. Richard Mauger, Department of Geology, Graham Building, East Carolina University, Greenville, NC 27858. Telephone (919) 328-6016.

First Session Registration

GEOL 128	**Field Course in Geology (6).** May 15-June 25. Prerequisites, mineralogy, structural geology, and petrology. Open to undergraduates and first-year graduate geology majors.

Advanced Accounting Courses

The following courses are for twelve-month master of accounting majors. Restricted registration. Others may register by permission of the accounting area coordinator, Kenan-Flagler Business School.

First Session Registration

BUSI 240A **Financial Reporting I (3).** May 31-July 3. The first of a five-course sequence that offers an overview of financial accounting including financial accounting theory, financial statements, the reporting process, the standard setting process and hierarchy, and the statements of financial accounting concepts.

BUSI 243A **Managerial Accounting (1.5).** June 15-July 6. The first of a two-course sequence in Managerial and Cost Accounting. This course introduces students to management accounting techniques and practices. The focus is on the managerial uses of accounting information, particularly cost information. Topics include cost accounting systems, budgeting, responsibility accounting, and decision making.

BUSI 254M **Management Communications I (1.5).** May 30-June 14. The first of a two-course sequence of management and communications and competencies that provides a framework to improve professional communication skills, including oral, written, and computer-based techniques.

Second Session Registration

BUSI 200M **Statistics for Accountants (1.5).** July 10-July 27. The course is designed to provide an introduction to statistical methods that are essential for accounting professionals. The topics covered include parametric and nonparametric statistics, regression analysis, and forecasting.

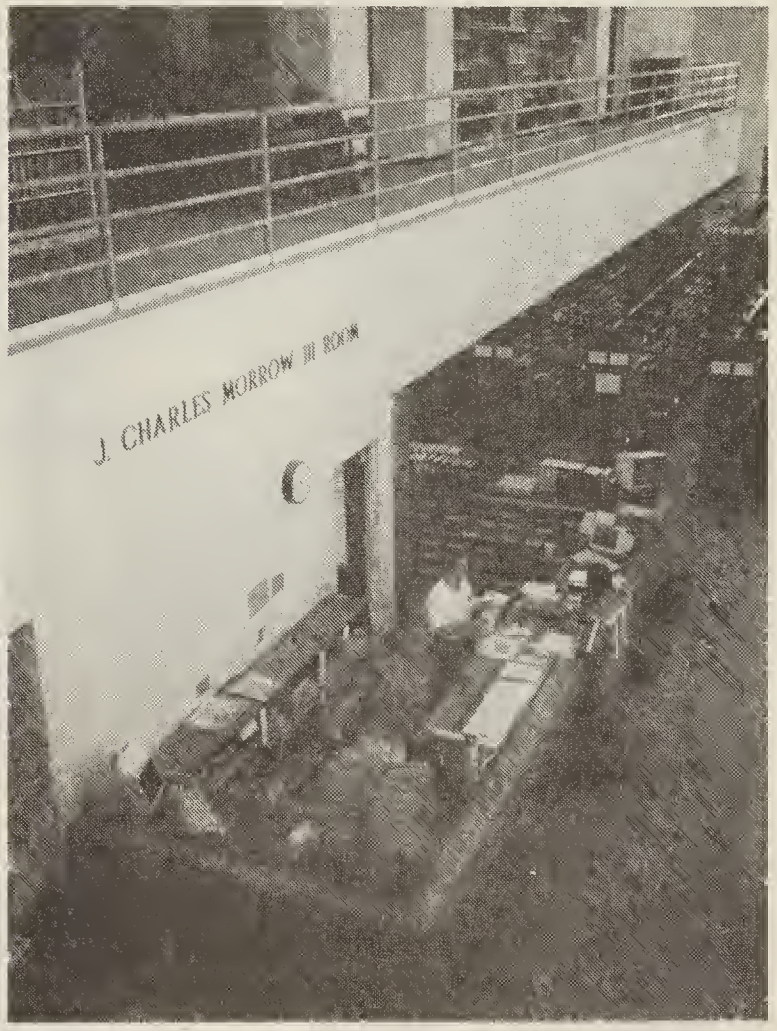
BUSI 240B **Financial Reporting II (3).** July 10-August 9. The second of a five-course financial accounting sequence that focuses on principles that capture the investment activities of a firm, concentrating on accounting for property, plant and equipment, intangibles, unconsolidated subsidiaries and other long term assets, and their impact on the financial statements.

BUSI 244A **Taxation I (1.5).** July 28-August 16. The first of a four-course sequence of taxation that explores the determination of income as defined for tax purposes. The focus is on underlying fundamental concepts of taxation of individuals and corporations.

Summer Bridge Program 962-1046

Summer Bridge is an academic support program designed to ease entry into and matriculation at The University of North Carolina at Chapel Hill for a select group of entering freshmen. Participation in this seven-week program carries all of the rights, privileges, and responsibilities accorded any regularly enrolled UNC-Chapel Hill Summer School student. The 1995 program is scheduled for June 18-August 5.

For more information, please contact: Summer Bridge Program Director, CB# 3110, Steele Building (962-1046).



Your point of reference—Davis Library

COURSE OFFERINGS

The following description of courses in the Division of Academic Affairs planned for summer 1995 is arranged alphabetically by department or school.

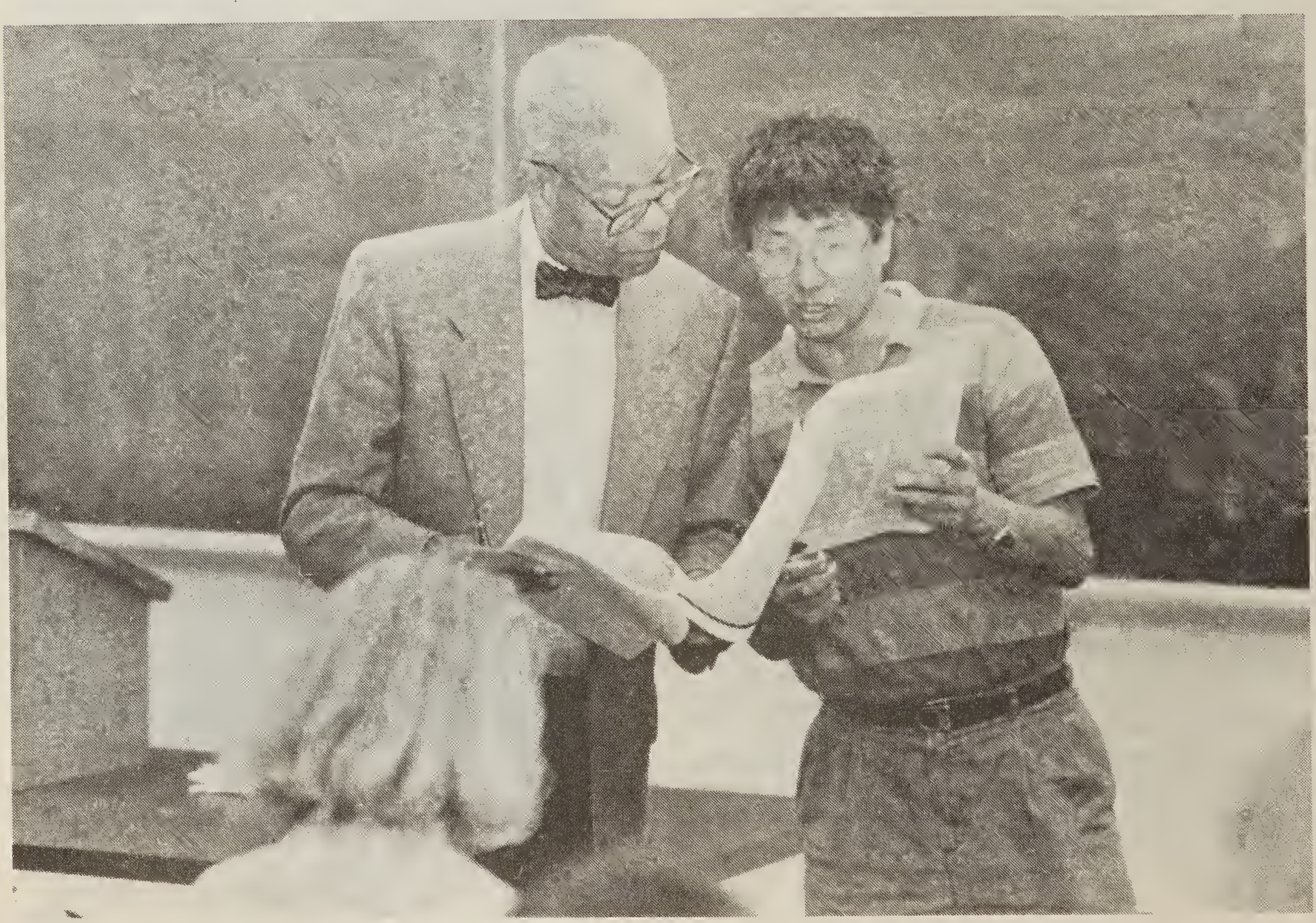
NOTE: The listing of a course in this catalog does not obligate the University to give the course. Changes may occur.

Information on other courses offered in the Division of Health Affairs (i.e., nursing, dentistry, medicine, pharmacy, public health) can be obtained directly from those schools. The listing of classes immediately following page A-1 gives details of times, locations, instructors, etc., for courses in all schools.

Course Numbers

1- 99	Courses for undergraduates
100-199	Courses for undergraduates and graduate students
200-299	Courses for graduate students
300-400	Internships, seminars, and independent study or research courses for graduate students

All courses are planned to be offered on the regular schedule of five classes per week, M–F, unless otherwise specified at the end of the course description. The courses listed on the next page are offered on the late afternoon or night schedule.



Daily classes promote faculty/student interaction

Late Afternoon Courses

FIRST SESSION

4 classes per week, Monday-Thursday

EDFO 201	Psychology of Learning in the School (3).
EDFO 380	Statistical Analysis of Educational Data III (3).
HIST 21	American History to 1865 (3).
PSYC 10	General Psychology (3).
PSYC 50	Laboratory Research in Psychology (4).
SOCI 115	Economy and Society (3).

3 classes per week, Monday, Tuesday, Thursday

COMM 229	Seminar in Human Relationships (3).
HIST 90	Topics in History (3).
LSRA 101	Women, Work, and Leisure (WMST 101) (3).
POLI 53	Politics in England (3).
POLI 72	Women and Politics (WMST 72) (3).
POLI 123	Government and Politics in Japan (3).
WMST 72	Women and Politics (POLI 72) (3).
WMST 101	Women, Work, and Leisure (LSRA 101) (3).

2 classes per week, Monday, Wednesday

MUSC 7P	Band (0-1).

SECOND SESSION

4 classes per week, Monday-Thursday

ANTH 130	Native North American Cultures (FOLK 130) (3).
EDFO 280	Statistical Analysis of Educational Data II (4).
INTS 80	Social Theory and Cultural Diversity (3).
PLAN 131	Quantitative Methods in Planning (3).
POLI 52	Introduction to Politics in Western Europe (3).
PSYC 50	Laboratory Research in Psychology (4).

3 classes per week, Monday, Tuesday, Thursday

PUPA 67/ PLAN 67	Ethical Basis of Public Policy Decision-Making (3).

Night Courses

FIRST SESSION

4 classes per week, Monday-Thursday

BUSI 71	Accounting Principles (3).
COMP 4	Introduction to Computers (3).
HIST 89	Peace and War (PWAD 78) (3).
MATH 10	Algebra (3).
MATH 31	Calculus of Functions of One Variable I (3).
PLAN 246	Geographic Information Systems for Planners (3).
POLI 41	Introduction to Government in the United States (3).
PWAD 78	Peace and War (HIST 89) (3).
SOWO 252	Alcohol and Substance Abuse Dependency (3).

3 classes per week, Monday, Tuesday, Thursday

ASIA 199	Introduction to Japanese Literature (3).
BUSI 157	Human Resource Management (3).
PSYC 24	Child Development (3).

2 classes per week, Monday, Wednesday

MUSC 8B/ 208B	Chorus (0-1).

SECOND SESSION

4 classes per week, Monday-Thursday

COMP 4	Introduction to Computers (3).
EDFO 280	Statistical Analysis of Educational Data II (4).
EDUC 4	Arts and Crafts for Elementary Teachers (3).
MATH 30	Trigonometry and Analytic Geometry (3).

3 classes per week, Monday, Tuesday, Thursday*

BUSI 100	Oral and Written Communication in Business (3).
PSYC 28	Personality (3).
PSYC 80	Behavior Disorders (3).
SOWO 382	The Use and Interpretation of Clinical Assessment Instruments (3).

*NOTE: In the second session, courses on the three night per week schedule, Monday, Tuesday, and Thursday, will also meet on Wednesday, July 5, for a total of 14 classes.

General College Perspective Offerings

FIRST SESSION		SECOND SESSION
FREN 1, 2, 3 GERM 1, 3 ITAL 1 LATN 1 PORT 1 RUSS 1-2 SPAN 1, 2, 3	Foreign Languages[1]	FREN 2, 3 GERM 2, 4 ITAL 2 LATN 2, 3 PORT 2 RUSS 3-4 SPAN 2, 3, 4
required lab BIOL 52, 53, 54 CHEM 11 & 11L PHYS 20, 24 & 24L, 26 *optional lab* ASTR 31 & 31L BIOL 11 &11L, 62 & 62L, 80 & 80L GEOL 11 & 11L *without lab* BIOL 10 GEOG 10 PHYE 76 PSYC 10	Natural Sciences Perspective[2]	*required lab* BIOL 52, 54 CHEM 21 & 21L PHYS 25 & 25L, 27 *optional lab* BIOL 11 &11L, 45 & 63L, 73 & 73L GEOL 16 & 16L *without lab* GEOG 10, 11 PHYE 76 PSYC 10
COMP 14 MATH 17, 18, 22, 30, 31, 32, 33, 81, 83 PHIL 21 STAT 11, 23	Mathematical Sciences[3]	COMP 14 MATH 18, 22, 30, 31, 32, 83 PHIL 21 STAT 11, 23
ANTH 43 ECON 10 GEOG 20 (=PWAD 20), 23 JOMC 11 LING 30 POLI 41, 66, 67, (=WMST 67), 86 (=PWAD 86) SOCI 10, 12, 15, 20, 22, 23, 30, 33 WMST 67 (=POLI 67)	Social Sciences Perspective[4]	ANTH 41, 44 COMM 75 ECON 10 GEOG 20 (=PWAD 20), 30 LING 30 POLI 41, 52, 67, (=WMST 67), 86 (=PWAD 86) SOCI 10, 12, 15, 20, 22, 23, 30, 31 WMST 67 (=POLI 67)
COMP 96 PHIL 20, 22, 32 (=RELI 32), 33, 34 POLI 61, 64 RELI 22, 58, 68 SOCI 50	Philosophical Perspective[5]	PHIL 20, 22, 34, 37 POLI 61, 62 RELI 21, 31 SOCI 50 PUPA 67 (=PLAN 67)

FIRST SESSION		SECOND SESSION
pre-1700 Western history AFAM 40 HIST 11 *other Western history* AFAM 41 HIST 21, 22, 31 *non-Western/comparative* AFRI 40 CHIN 50 POLI 56 RELI 10 SOCI 11	**Western Historical & Non-Western/Comparative Perspective**[6]	*pre-1700 Western history* AFAM 40 HIST 11, 52 RELI 59 *other Western history* AFAM 41 AMST 40 HIST 12, 21, 22 RELI 29 *non-Western/comparative* AFRI 40 ANTH 20 HIST 18, 33 POLI 55 SOCI 11
fine arts ANTH 23 ART 1, 2, 31, 38, 43 COMM 41 DRAM 15, 16, 20 MUSC 21, 45 *literature* CLAS 33 CMPL 22 COMM 60 ENGL 20, 21, 23, 24 PORT 35 SPAN 35, 46	**Aesthetic Perspective**[7]	*fine arts* ART 1, 2, 30, 32, 33, 64 (=WMST 64) COMM 41 DRAM 15, 16, 20 MUSC 21, 42 WMST 64 (=ART 64) *literature* CLAS 77 COMM 60 ENGL 20, 25 ITAL 41

Notes

1 Students enrolled before May 15, 1990: All students must complete, or exempt, a language through level 3 to fulfill the minimum language requirement. No student will receive credit for repeating level 1 of a high school language. **Students enrolled after May 15, 1990:** Students who place into level 1 or 2 of their high school language must complete through level 3 of a single foreign language. No student will receive credit for repeating level 1 of a high school language. Students who place into level 3 must complete level 3. Students who place into level 4 must complete level 4.

2 Two courses are required, at least one with a laboratory component.

3 Students enrolled before May 15, 1990: One course is required. Every student either must pass a second course in the mathematical sciences or must continue the study of a foreign language through level 4 (FREN 4, for example). **Students enrolled after May 15, 1990:** All students are required to take, or to place out of Math 10, and then are required to take one additional math course.

4 Two courses are required, each from different departments.

5 One course is required.

6 Two courses are required, at least one from the pre-1700 category.

7 Two courses are required, one fine arts and one literature course.

Arts and Sciences Perspective Offerings

Students seeking a B.A. degree in the College of Arts and Sciences must complete upper-level perspective coursework in four of the five perspective areas (Aesthetic, Natural Sciences, Social Sciences, Philosophical, Western Historical & Non-Western/Comparative). Students who have taken two Western Historical courses in the General College must satisfy the Historical Perspective at the B.A. level and must do so by choosing a Non-Western/Comparative course.

Effective May 15, 1994, all incoming freshmen, regardless of major, entering UNC-Chapel Hill must choose one Cultural Diversity course.

OTHER CONDITIONS:

Students who have completed two physical science courses in the General College must choose one life science course or one mathematical science course to fulfill the Natural and Mathematical Sciences Perspective at the B.A. level, if this category of perspective is chosen to satisfy the requirement.

Students who have completed two life science courses in the General College must choose one physical science course or one mathematical science course to fulfill the Natural and Mathematical Sciences Perspective at the B.A. level, if this category of perspective is chosen to satisfy the requirement.

Students who have taken one pre-1700 Western Historical course and one Non-Western/Comparative course must choose a course in Western history to satisfy the Historical Perspective at the B.A. level, if this category of perspective is chosen to satisfy the requirement.

Note: Do not use a course in your major or minor department to satisfy these requirements unless that course is an honors course or a capstone course (*).

FIRST SESSION		SECOND SESSION
AFAM **40, 41, 94A*** AFRI **40, 65** COMM 24, **63, 80** ECON 163 ENGL **84** GEOG **168** INTS **80** JOMC 112 PHIL **46** POLI **171** PORT **35** RELI **68** SOCI **10, 11, 15, 20, 22, 30, 80**, 121 WMST **46**	Cultural Diversity Requirement *Courses in **bold** also fulfill a perspective.*	AFAM **40, 41, 174** AFRI **40, 174** ANTH **41, 44, 132** COMM 24, **80** ENGL **85** INTS **80** PHIL **46** RELI **31** SOCI **10, 11, 15, 20, 22**, 24, **30, 80, 111** WMST **46**
AFAM 94A* ANTH 196 ART 1, 2, 15, 38, 43 COMM 63 ENGL 52, 54, 66, 72, 81, 83, 84 MUSC 88 PORT 35 SPAN 35, 46	Aesthetic Perspective	ART 1, 2, 15, 30, 33 ENGL 58, 81, 85, 88, 95, 187 (=FOLK 187) ITAL 41 MUSC 87

FIRST SESSION		SECOND SESSION
physical sciences ASTR 31 CHEM 11, 130 GEOG 10 GEOL 11 PHYS 20, 26 *life sciences* BIOL 11, 52, 53, 54, 62, 80, 94B* PSYC 10 *mathematical sciences* COMP 14 MATH 17, 18, 22, 30, 31, 32, 33, 81, 83 PHIL 21 STAT 11, 23	**Natural Sciences Perspective**	*physical sciences* CHEM 21 GEOG 10, 11 PHYS 25, 27 *life sciences* BIOL 11, 45, 52, 54, 73 GEOL 16 PSYC 10 *mathematical sciences* COMP 14 MATH 18, 22, 30, 31, 32, 83, 115 PHIL 21 STAT 11, 23
COMM 80 (=INTS 80 =SOCI 80) ECON 91 (=WMST 91) INTS 80 (=COMM 80 =SOCI 80) LSRA 101 (=WMST 101) PLAN 46 POLI 171 PSYC 24, 28, 33 SOCI 80 (=COMM 80 =INTS 80), 115, 131 WMST 91 (=ECON 91)	**Social Sciences Perspective**	COMM 80 (=INTS 80 =SOCI 80) GEOG 30 INTS 80 (=COMM 80 =SOCI 80) PSYC 24, 28, 33 SOCI 80 (=COMM 80 =INTS 80), 111
COMP 96 ECON 159 PHIL 32 (=RELI 32), 33, 34, 46 (=WMST 46), 56, 58 PLAN 110 POLI 67 (=WMST 67) RELI 58, 68 WMST 46 (=PHIL 46), 67 (=POLI 67)	**Philosophical Perspective**	PHIL 34, 37, 41, 46 (=WMST 46), 60 POLI 67 (=WMST 67) WMST 46 (=PHIL 46), 67 (=POLI 67)
Western history AFAM 40, 41 AMST 20 HIST 31, 67, 74, 145 *non-Western/comparative* AFRI 40, 65 GEOG 166, 168 HIST 88 POLI 123	**Western Historical & Non-Western/Comparative Perspective**	*Western history* AFAM 40, 41 AMST 40 HIST 52, 112 RELI 29, 59 non-Western/comparative AFAM 174 (=AFRI 174) AFRI 40, 174 (=AFAM 174) ANTH 130, 132 HIST 18, 33

Course Descriptions

AFRICAN AND AFRO-AMERICAN STUDIES 966-5496

FIRST SESSION

AFAM 40	**The Black Experience (3).** An interdisciplinary course designed to provide a broad survey of the black experience in the Americas with special emphasis on the sixteenth, seventeenth, and eighteenth centuries.
AFAM 41	**The Black Experience (3).** An interdisciplinary course designed to provide a broad survey of the black experience in the Americas with special emphasis on the post-emancipation developments.
AFAM 94A	**Black Arts and Black Aesthetics (3).** The concept of the black aesthetic as it is manifested in black American performing, visual, literary, and musical arts.
AFRI 40	**Introduction to African Civilization (3).** As an introduction to the African continent, this course is intended to fulfill two primary purposes: to acquaint the student with the African environment, its peoples, their culture, past, and contemporary society, and to develop an appreciation for African civilization—one that has made a major contribution to American society.
AFRI 65	**Political Processes and Economic Development (3).** A seminar that critically examines the historical and theoretical basis of the state's centrality in economic development in African countries. Relevant case studies drawn from Sub-Saharan Africa.

SECOND SESSION

AFAM 40	**The Black Experience (3).** (See description in First Session.)
AFAM 41	**The Black Experience (3).** (See description in First Session.)
AFRI 40	**Introduction to African Civilization (3).** (See description in First Session.)
AFRI/AFAM 174	**Key Issues in African and Afro-American Linkages (3).** For advanced undergraduates and graduate students. This course is intended to explore theoretical and methodological issues concerning the historical linkages between African and Afro-American peoples.

SPECIAL SESSION

See HIGHLIGHTS for registration instructions for Special Session courses.

AFRI xxxx	**Intensive Kiswahili (6).** New course with title, description, and number to be announced by the department.

AMERICAN STUDIES 962-4062

FIRST SESSION

AMST 20	**American Media Culture (3).** This course will be devoted to the critical analysis of examples of contemporary popular media (film and television) and a consideration of their relationship to American culture more generally. We will use a variety of critical approaches in the study of such popular film genres as science fiction (*Alien, Terminator, Blade Runner*) and the "thriller" (*Mother's Boy, Fatal Attraction*), and such television genres as the soap opera, situation comedy (*Seinfeld* and *Roseanne*), and talk (*Ricki Lake, Oprah*). Satisfies a General College (GC) or Arts and Sciences (AS) Perspective.

SECOND SESSION

AMST 40	**Introduction to American Studies (3).** Introduces central themes and significant works of American civilization and methods of exploring them. The course seeks to make connections between literary, historical, and visual works. Texts will include Chopin, *The Awakening*, Dos

Typical summer course load is two courses per session.

☀ = late afternoon class; ☾ = night class

Passos, *The Big Money*, Ellison, *Invisible Man*, a course pack, and films such as *McCabe and Mrs. Miller*, *The Age of Innocence*, and *Easy Rider*. Satisfies a GC or AS Perspective.

ANTHROPOLOGY 962-1243

FIRST SESSION

ANTH 23	**Habitat and Humanity (3).** An intensive study of architecture and landscape in a variety of prehistoric and contemporary cultures. Emphasis on comparison of sacred spaces and architecture (temples, shrines, churches) and residential spaces. **2 1/2 hours two days a week.**
ANTH 43	**Human Evolution and Adaptation (3).** Study of the ideas used in reconstructing human evolution and analyzing contemporary adaptations. The course includes the study of paleoanthropology, prehistoric archaeology, analogies from animal behavior, and human adaptation to diverse environments.
ANTH 99	**Special Projects (3).** Permission of the Chair of the department. Reading or research under the guidance of a faculty member whose interests coincide with those of the student.
ANTH 196	**The Gardens, Shrines, and Temples of Japan (ART 192) (3).** Intensive study of the history, aesthetics, principles of design, and religious foundation of architecture and landscape in Japan. Emphasis on ninth to fifteenth centuries, with study of the influence of Taoism, Shinto, and Buddhism. (See HIGHLIGHTS section.)
ANTH 301	**Reading and Research (1-4).** Registration with permission of instructor.
ANTH 315	**Reading and Research in Methodology (1-4).** Registration with permission of instructor.
ANTH 321	**Field Research (3).** Registration with permission of instructor.
ANTH 393	**Master's Thesis (Var.).**
ANTH 394	**Doctoral Dissertation (Var.).**
ANTH 400	**General Registration (0).**

SECOND SESSION

ANTH 20	**Anthropology through Expressive Cultures (3).** Introduction to cultural analysis and the anthropological point of view through analytic and interpretive "readings" of films, fiction, and ethnography. Emphasis on social conditions and native points of view.
ANTH 41	**General Anthropology (3).** An introduction to anthropology. Topics considered: physical evolution of humans and biological variations within and between modern human populations, prehistoric and historic developments of culture, archaeology, and intensive study of selected world cultures.
ANTH 44	**Human Dilemmas (3).** Contemporary dilemmas examined from a cross-cultural view, including racism, environment, population, war, gender role liberation, and personal freedom in technological societies.
ANTH 99	**Special Projects (3).** Permission of the Chair of the department. (See description in First Session.)
ANTH 130	**Native North American Cultures (FOLK 130) (3).** A broad survey of the traditional lifeways and customs of Native North Americans, with some emphasis on the impact made by historical contacts with EuroAmericans. Current issues affecting Native American groups are also addressed. **Late afternoon section only.**
ANTH 132	**Latin American Cultures (FOLK 132) (3).** A survey of the societies and cultures of the peoples of Latin America, with emphasis on the analysis of social organization and community structure.
ANTH 301	**Reading and Research (1-4).** Registration with permission of instructor.
ANTH 315	**Reading and Research in Methodology (1-4).** Registration with permission of instructor.
ANTH 321	**Field Research (3).** Registration with permission of instructor.
ANTH 393	**Master's Thesis (Var.).**
ANTH 394	**Doctoral Dissertation (Var.).**
ANTH 400	**General Registration (0).**

SPECIAL SESSION

See HIGHLIGHTS for registration instructions for Special Session courses.

ANTH 151	**Field School in Archaeology (6).** May 19-June 27.

Good teachers attract a crowd anywhere they go

ART 962-2015

FIRST SESSION

ART HISTORY

ART 31	**History of Western Art I: Antiquity through Early Renaissance (3).** No prerequisites. A survey of Western art from ancient Greece through early Renaissance.
ART 38	**Modern Art Survey (3).** No prerequisites. Concentrates on the art of the nineteenth and twentieth centuries and usually focuses on development of modernism. An in-depth coverage of artists from neoclassicism to postmodernism.
ART 43	**American Art (3).** No prerequisites. Consideration of American art from colonial times to the present with a concentration on painting. Some of the topics handled in depth are early portrait and history painting (West, Copley, and Stuart); the rise of landscape painting (Hudson River School); anecdotal painting (Mount and Bingham); Naturalism (Eakins and Homer); and American modernism.
ART 72	**Impressionism and Symbolism (3).** Prerequisite, any introductory level art history course or permission of the instructor. A detailed study of selected paintings and associated critical texts, intended to develop an understanding of the issues of late nineteenth-century impressionism and symbolism.
ART 75	**Twentieth Century Art (3).** Survey of painting from around 1885 to the present, including the major artists of the day and investigating the themes revealed through their art. Prerequisite, any introductory level art history course or permission of the instructor.
ART 192	**The Gardens, Shrines, and Temples of Japan (ANTH 196) (3).** Intensive study of the history, aesthetics, principles of design, and religious foundation of architecture and landscape in Japan. Emphasis on ninth to fifteenth centuries, with study of the influence of Taoism, Shinto, and Buddhism. (See HIGHLIGHTS section.)
ART 393	**Master's Thesis (Var.).**
ART 394	**Doctoral Dissertation (Var.).**

STUDIO ART

For introductory courses (ART 1 and 2), no previous experience or training is required; however, these courses are prerequisites for further study in painting, printmaking, and sculpture. **All studio classes meet double period each day.**

ART 1	**Basic Drawing and Composition (3).** Designed to develop comprehension and drawing skills in two-dimensional media. **Double period each day.**
ART 2	**Basic Sculpture/3-D Design (3).** Provides the nonart major with a foundation vocabulary, aesthetic sensibility, analytical capacity, and fundamental skills in three-dimensional media related to sculpture and design. Enables the student to incorporate some of the visual artist's unique way of knowing and communicating into a liberal arts education. **Double period each day.**
ART 13	**Life Sculpture: Body Imaging (3).** Physical and emotional issues surrounding the human as subject. Primary (working from "life") and secondary sources will be used to address issues both of direct representation and indirect referencing. Concerns of identity (personal, political, sexual, cultural), representation, and other critical concerns surrounding the depiction of the human form will be raised. Work will be produced using a variety of media expressed in both two-and three-dimensional forms. Prerequisite: Art 1, Art 2, or permission of instructor. **Double period each day.**
ART 68	**Topics in Studio Art: Collage (3).** Collage making that deals with formal materialistic attribution constructivism, pictorial montage, surrealism, idiosyncratic imagery, graffiti and folk art. Prerequisite: Art 1, Art 2, or permission of instructor. **Double period each day.**

Courses listed below with "Var." credit hours normally carry 3.0. Additional credit hours can be arranged only with permission of the instructor. Courses under Painting, Sculpture, and Printmaking meet **double period each day.**

PAINTING

ART 15	**Painting I (3).** Prerequisite, ART 1.
ART 45	**Painting II (Var.).** Prerequisite, ART 15, or permission of the instructor.
ART 65	**Painting III (Var.).** Prerequisite, ART 45, or permission of the instructor.
ART 85	**Painting IV (Var.).** Prerequisite, ART 65, or permission of the instructor.
ART 105	**Painting V (Var.).** Prerequisite, ART 85, or permission of the instructor.
ART 125	**Painting VI (Var.).** Prerequisite, ART 105, or permission of the instructor.
ART 155	**Painting VII (Var.).** Prerequisite, ART 125, or permission of the instructor.
ART 175	**Painting VIII (Var.).** Prerequisite, ART 155, or permission of the instructor.

INDEPENDENT STUDY

ART 101A/B	**Sculpture (Ceramic) (Var.).** Prerequisite, permission of instructor.

SECOND SESSION

ART HISTORY

ART 30	**History of Architecture (3).** No prerequisites. A survey of the history of architecture from the pyramids to the present for students who have had no previous art history or architectural history courses.
ART 32	**History of Western Art II: Renaissance to Modern (3).** No prerequisites. A survey of the history of art from the sixteenth century through contemporary art.
ART 33	**Ancient Survey (3).** This course covers the history of ancient art as seen in historical context, discusses the Age of the Pyramids in Egypt, the tombs of the Pharaohs in Thebes, the great palaces of the Mesopotamians and the Myceneqans, the frescoes of the Minoans and the Etruscans, the development of classical art in Greece, and finishes with the arts of the Roman Empire.
ART 64	**Women in the Visual Arts I (WMST 64) (3).** No prerequisites. An analysis of how an image type was historically constructed within the dominant cultural codes of representation and how women have represented the image type including some of the following: women as objects of desire, veneration, disdain; the creative woman, the heroic woman, the domestic woman.
ART 76	**Post-1945 Art (3).** Prerequisite, any introductory level art history course or permission of the instructor. An investigation of visual arts from the end of World War II to the present time, including abstract expressionism, pop art, minimal art, new realism.
ART 393	**Master's Thesis (Var.).**
ART 394	**Doctoral Dissertation (Var.).**

STUDIO ART

For introductory courses (ART 1 and 2) no previous experience or training is required. These courses are prerequisites for further study in painting, printmaking, and sculpture.

ART 1	**Basic Drawing and Composition (3).** (See description in First Session.) **Double period each day.**
ART 2	**Basic Sculpture and 3-D Design (3).** (See description in First Session.) **Double period each day.**
ART 68-001	**Multi Media (3).** An opportunity to explore, investigate and experiment with a range of materials in the visual arts. Use of resources in cross disciplines will be encouraged. Course demands excitement, enthusiasm, energy and a desire to transform individual ideas into two-dimensional and three-dimensional works. Prerequisite: Art 1, Art 2, or permission of instructor.
ART 68-002	**Chinese and Japanese Painting (3).** Basic skills and techniques of traditional Chinese and Japanese painting (landscape, figures, birds, and flowers), and Chinese calligraphy. Students will have a chance to practice Chinese painting and also develop capability to understand and appreciate various aspects of Asian art. Students will be trained to use the various media (brush, ink, special papers), and master basic skills and then they will be encouraged to work on projects that combine Asian art components to develop their own individual art style and characters. Prerequisite: Art 1, Art 2, or permission of instructor.

Courses listed below with "Var." credit hours normally carry 3.0. Additional credit hours may be arranged only with permission of the instructor. Courses under Painting, Sculpture, and Printmaking meet **double periods each day.**

PAINTING

ART 15	**Painting I (3).** Prerequisite, ART 1.
ART 45	**Painting II (Var.).** Prerequisite, ART 15, or permission of the instructor.
ART 65	**Painting III (Var.).** Prerequisite, ART 45, or permission of the instructor.
ART 85	**Painting IV (Var.).** Prerequisite, ART 65, or permission of the instructor.
ART 105	**Painting V (Var.).** Prerequisite, ART 85, or permission of the instructor.
ART 125	**Painting VI (Var.).** Prerequisite, ART 105, or permission of the instructor.
ART 155	**Painting VII (Var.).** Prerequisite, ART 125, or permission of the instructor.
ART 175	**Painting VIII (Var.).** Prerequisite, ART 155, or permission of the instructor.

ASIAN STUDIES 962-4294

FIRST SESSION

CHIN 50	**Introduction to Chinese Civilization (3).** A course designed to introduce both beginning undergraduate majors in Asian Studies and General College students to the Chinese world of past and present.
ASIA 199 ☾	**Introduction to Japanese Literature (3).** Introduction to the major genres, aesthetic concepts, and classic works of Japanese literary history. Readings are in English and include lady Murasaki's *Tale of Genji*, Ihara Saikaku's comic *Life of an Amorous Woman*, and modern novels by Japan's two Nobel prize winning authors. See HIGHLIGHTS section. **Night section only.**

ASTRONOMY See Physics and Astronomy.

BIOCHEMISTRY See Chemistry.

BIOLOGY 962-2077

FIRST SESSION

BIOL 10	**Issues in Modern Biology (3).** For students not majoring in biology. (Students who have taken any other course in the Biology Department may not register for this course.) Recent advances in the understanding of major principles in biology. Emphasis to include the relevance and application of such advances to humans, society, and the environment.
BIOL 11	**Principles of Biology (3).** Open to all undergraduates. Prerequisite to most higher courses in biology. An introduction to the fundamental principles of biology, including cell structure, chemistry and function, genetics, evolution, adaptation, and ecology.

🌅 = late afternoon class; ☾ = night class

BIOL 11L	**Introductory Biology Laboratory (1).** Corequisite or prerequisite, BIOL 11. An examination of the fundamental concepts in biology with emphasis on scientific inquiry. Biological systems will be analyzed through experimentation, dissection, and observation. **Three afternoons per week.**
BIOL 52	**Cellular and Developmental Biology (4).** Prerequisites, BIOL 11, 11L. Fundamentals of cell structure and activity in relation to special functions, metabolism, reproduction, embryogenesis, and with an introduction to the experimental analysis of cell physiology and development. **Three additional laboratory-recitation-demonstration hours per week.**
BIOL 53	**Molecular Biology and Genetics (4).** Prerequisites, BIOL 11, 11L. Structure and function of nucleic acids, principles of inheritance, gene expression, and genetic engineering. **Three additional laboratory-recitation-demonstration hours per week.**
BIOL 54	**Ecology and Population Biology (4).** Prerequisites, BIOL 11, 11L. Principles governing the ecology and evolution of populations, communities, and ecosystems including speciation, population genetics, population regulation, and community and ecosystem structure and dynamics. **Three additional laboratory-recitation-demonstration hours per week.**
BIOL 62	**Introduction to Mammalian Physiology (3).** Prerequisites, Biology 11, 11L. A basic course in mammalian physiology designed for preprofessional and Biology majors. The structure and function of the major organ systems will be discussed with an emphasis on system integration and body homeostasis. (NOTE: Students will not be allowed to receive credit for this course and Biology 45.)
BIOL 62L	**Physiology Laboratory and Demonstration (1).** Prerequisite or corequisite, Biology 62. A laboratory discussion class that presents current methodology used in monitoring the function of specific organ systems. **Two afternoons per week.**
BIOL 80	**Biology of Insects (3).** Prerequisites, Biology 11, 11L. Study of insects with emphasis on physiology, ecology, and behavior.
BIOL 80L	**Biology of Insects Laboratory (1).** Prerequisite, or corequisite, Biology 80. Identification of insects and laboratory studies in insect physiology, ecology, and behavior; student projects in insect biology. **Three afternoons per week.**
BIOL 94B	**Milestones in Biology and Medicine (3).** No prerequisite. Introductory biology is recommended. The illnesses and infirmities of humankind have resulted in personal tragedies, scientific puzzles, and regional disasters. The biological basis, cultural associations, and medical responses to major health problems from ancient times to the present will be considered.
BIOL 130	**Introduction to Biological Chemistry (CHEM 130) (3).** Prerequisites, CHEM 62 or 66H, 62L or 66L; BIOL 11. The study of cellular processes including catalysts, metabolism, bioenergetics, and biochemical genetics. The structure and function of biological macromolecules involved in these processes will be emphasized.
BIOL 300-318	**Research Courses in Biology (2 or more).** Prerequisite, permission of instructor.
BIOL 393	**Master's Thesis in Biology (Var.).**
BIOL 394	**Doctoral Dissertation in Biology (Var.).**

SECOND SESSION

BIOL 11	**Principles of Biology (3).** Open to all undergraduates. Prerequisite to most higher courses in biology. (See description in First Session.)
BIOL 11L	**Introductory Biology Laboratory (1).** (See description in First Session.) **Three afternoons per week.**
BIOL 45	**Fundamentals of Human Anatomy and Physiology (3).** Prerequisites, BIOL 11, 11L. Basic structure and function in the human body and their explanation by principles of embryology, histology, heredity, and evolution. For laboratory, see BIOL 63L, which serves as the anatomy laboratory for BIOL 45 and for all premedical, predental, and other health affairs curricula requiring BIOL 45 with laboratory.
BIOL 52	**Cellular and Developmental Biology (4).** (See description in First Session.) **Three additional laboratory-recitation-demonstration hours per week.**
BIOL 54	**Ecology and Population Biology (4).** (See description in First Session.) **Three additional laboratory-recitation-demonstration hours per week.**

BIOL 63L **Vertebrate Structure and Evolution Laboratory (1).** Prerequisite, or corequisite, BIOL 63 or 45. Vertebrate comparative anatomy of organ systems and their evolution with emphasis on human anatomy. **Three afternoons per week.**

BIOL 73 **Animal Behavior (3).** Prerequisites, Biology 11, 11L. An introduction to animal behavior, with emphases on the diversity and adaptation of behavior in natural conditions.

BIOL 73L **Animal Behavior Laboratory (1).** Prerequisite, or corequisite, Biology 73. Techniques of observation and experiments in animal behavior. **Three afternoons per week.**

BIOL 300-318 **Research Courses in Biology (2 or more).** Prerequisite, permission of instructor.

BIOL 393 **Master's Thesis in Biology (Var.).**

BIOL 394 **Doctoral Dissertation in Biology (Var.).**

SPECIAL SESSION

See HIGHLIGHTS for registration instructions for Special Session courses.

BIOL 141 **Special Problems in Marine Biology (MASC 141) (3-6).** May 15-June 16 and June 19-July 21.

BIOL 195 **Courses at Highlands Biological Station (1-4).** June 5-16, June 19-30, July 3-14, July 17-28, July 17-29, July 31-August 11. For more information contact The Division of Continuing Education, The Friday Center, CB# 1020 (962-1134).

BUSINESS 962-8301

FIRST SESSION

BUSI 24* **Introduction to Management Science (3).** Prerequisites, MATH 22 or 31 and STAT 23. Statistical techniques for analyzing business problems. Topics include estimation, hypothesis testing, regression, time series, linear programming; also an introduction to the use of the computer.

***After receiving credit for BUSI 24, business majors may not receive credit for ECON 70.**

BUSI 71 ☽ **Accounting Principles (3).** Prerequisite, ECON 10 or equivalent. Role of accounting; basic concepts and methodology; mass data processing; valuation and income determination principles; management and internal control problems; and basic financial statement components. **Day and night sections available.**

Courses numbered between 100 and 200 have the following prerequisites: BUSI 24 and 71, ECON 10, and ECON 100 or 101.

BUSI 100 **Oral and Written Communication in Business (3).** Analysis of basic types of business presentations in a variety of business settings. Instruction, coaching, and practice presentations are combined to increase business presentation skills.

BUSI 130 **Operations Management (3).** Analysis of the production/operations function in both manufacturing and nonmanufacturing organizations. Developing production policies that support total organizational goals under varying constraints.

BUSI 140 **Legal Environment of Business (3).** An introduction to the legal system with special emphasis upon its relationship to business. Topics covered include an introduction to the judicial system, torts, contracts.

BUSI 141 **Commercial Law (3).** Prerequisite, BUSI 140 or equivalent. Note: open to students who have taken BUSI 144. A detailed examination of commercial law topics including sales, commercial paper, bank deposits and collections, secured transactions, suretyship, bank regulations and bankruptcy.

BUSI 150 **Organization Behavior (3).** An introduction to the study of human behavior in organizations. Examines from a managerial perspective the impact of individual, group, and organizational variables on organizational performance and employee satisfaction.

BUSI 157 ☽ **Human Resource Management (3).** Prerequisite, BUSI 150 or equivalent. Problems, policies, and procedures in the management of personnel, including topics such as staffing, performance appraisal, training, compensation, benefits and services, safety and health, equal employment, discipline, justice. **Night section only.**

BUSI 160 **Principles of Marketing (3).** Introduction to marketing with emphasis on the social and economic aspects of distribution, consumer problems, marketing functions and institutions, marketing methods, and policies.

BUSI 161 **Advertising (3).** Prerequisite, BUSI 160 or equivalent. The organization and functions of advertising. Topics include economic and social aspects; types of advertising and advertising objectives;

	developing advertising messages; media selection and evaluation; advertising research.
BUSI 170	**Management Accounting** (3). Prerequisite, BUSI 71 or equivalent and prerequisite or corequisite ECON 100 or 101 or equivalent. Elements of accounting for management planning, budgeting, and control. Emphasis is on management uses of accounting information.
BUSI 180	**Principles of Financial Management** (3). Theoretical foundations of optimal financial policy. Problems and cases provide application of theory to financial decisions involving cash flow, capital structure, capital budgeting.
BUSI 190	**Administrative Policy** (3). Prerequisites, BUSI 130, 140, 150, 160, 180, ENGL 32. Open only to seniors majoring in business administration. Comprehensive analysis of administrative policymaking from a total organizational point of view, use of case analysis, and written reports to develop integrative decision skills.
BUSI 394	**Doctoral Dissertation** (Var.).
BUSI 399	**Seminar.**
BUSI 400	**General Registration** (0).

SECOND SESSION

BUSI 24*	**Introduction to Management Science** (3). Prerequisites, MATH 22 or 31 and STAT 23. (See description in First Session.) ***After receiving credit for BUSI 24, business majors may not receive credit for ECON 70.**
BUSI 71	**Accounting Principles** (3). Prerequisite, ECON 10 or equivalent. (See description in First Session.)

Courses numbered between 100 and 200 have the following prerequisites: BUSI 24 and 71, ECON 10, and ECON 100 or 101.

BUSI 100 ☾	**Oral and Written Communication in Business** (3). (See description in First Session.) **Night section only.**
BUSI 130	**Operations Management** (3). (See description in First Session.)
BUSI 140	**Legal Environment of Business** (3). (See description in First Session.)
BUSI 142	**Managerial Law** (3). Prerequisite, BUSI 140 or equivalent. Not open to students who have taken BUSI 144. A detailed examination of the legal aspects of business organizations, including agency, joint ventures, partnerships, limited partnerships, corporations, and securities regulation.
BUSI 150	**Organizational Behavior** (3). (See description in First Session.)
BUSI 160	**Principles of Marketing** (3). (See description in First Session.)
BUSI 170	**Management Accounting** (3). Prerequisite, BUSI 71 or equivalent and prerequisite or corequisite, ECON 100 or 101 or equivalent. (See description in First Session.)
BUSI 180	**Principles of Financial Management** (3). (See description in First Session.)
BUSI 186	**Investments** (3). Prerequisite, BUSI 180 or equivalent. A survey of investment principles and practices. Emphasis is given to the problems of security analysis and portfolio management with special attention to the investment problems of the individual investor.
BUSI 190	**Administrative Policy** (3). Prerequisites, BUSI 130, 140, 150, 160, 180. Open only to seniors majoring in business administration. (See description in First Session.)
BUSI 394	**Doctoral Dissertation** (Var.).
BUSI 399	**Seminar.**
BUSI 400	**General Registration** (0).

SPECIAL SESSION

See HIGHLIGHTS for registration instructions for Special Session courses.

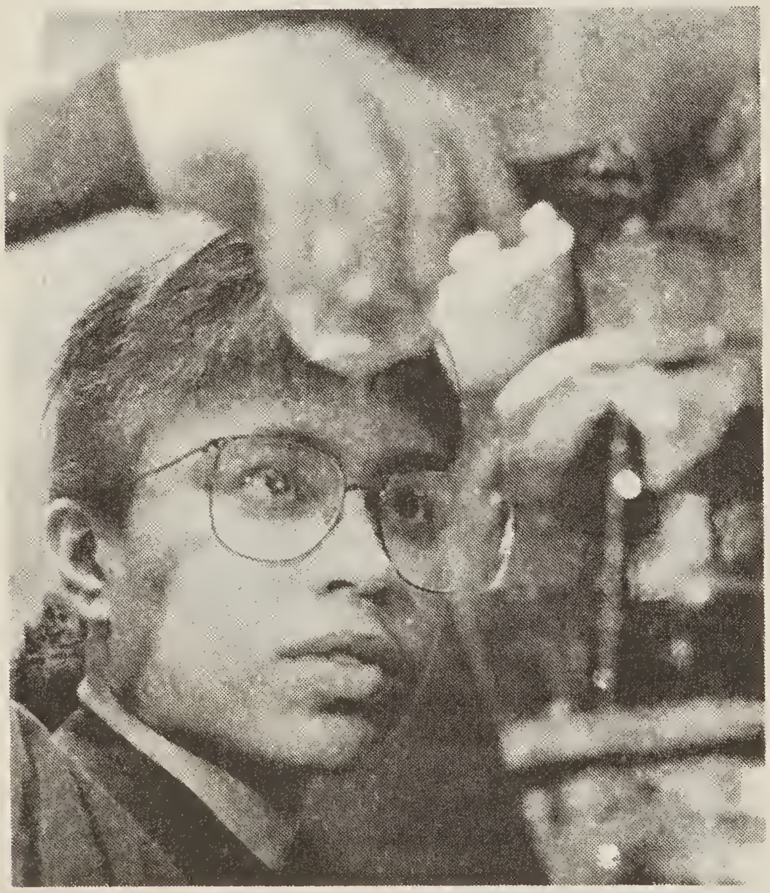
BUSI 200M	**Statistics for Accountants** (1.5). July 10-July 27.
BUSI 240A	**Financial Reporting I** (3). May 31-July 3.
BUSI 240B	**Financial Reporting II** (3). July 10-August 9.
BUSI 243A	**Managerial Accounting** (1.5). June 15-July 6.
BUSI 244A	**Taxation I** (1.5). July 28-August 16.
BUSI 254M	**Management Communications I** (1.5). May 30-June 14.

Profits from UNC Student Stores support student scholarships.

CHEMISTRY 966-4097

FIRST SESSION

CHEM 11	**General Descriptive Chemistry I (3).** Prerequisite, MATH 10; corequisite, CHEM 11L. The course is the first member of a two-semester sequence. See also CHEM 21. Atomic and molecular structure, stoichiometry and conservation of mass, thermochemical changes and conservation of energy.
CHEM 11L	**Quantitative Chemistry Laboratory I (1).** Corequisite, CHEM 11. **Four hours three days per week.**
CHEM 41	**Modern Analytical Methods for Separation and Characterization (2).** Prerequisite, CHEM 21 or CHEM 25H. Analytical separations, chromatographic methods, spectrophotometry, acid-base equilibria and titrations, fundamentals of electrochemistry.
CHEM 41L	**Laboratory in Separations and Analytical Characterization of Organic and Biological Compounds (1).** Prerequisites or corequisites, CHEM 41 or 45H. (This course serves as an organic chemistry laboratory for premedical and predental students.) Applications of separation and spectrophotometric techniques to organic compounds, including some of biological interest. **Four hours three days per week.**
CHEM 61	**Introduction to Organic Chemistry I (3).** Prerequisite, CHEM 21 or CHEM 25H. Molecular structure and its determination by modern physical methods, correlation between structure and reactivity and the theoretical basis for these relationships; classification of "reaction types" exhibited by organic molecules using as examples molecules of biological importance.
CHEM 62	**Introduction to Organic Chemistry II (3).** Prerequisite, CHEM 61 or 65H. Continuation of CHEM 61, with particular emphasis on the chemical properties of organic molecules of biological importance.
CHEM 62L	**Laboratory in Organic Chemistry (1).** Prerequisite or corequisite, CHEM 62 or 66H. (This course serves as an organic chemistry laboratory for premedical and predental students.) Continuation of CHEM 41L or 45L, with particular emphasis on applications of modern analytical spectroscopic techniques and separation and identification of organic unknowns. **Four hours three days per week.**
CHEM 99	**Research in Chemistry for Undergraduates (3).** Prerequisites, one chemistry course numbered 120 or higher and permission of the instructor and director of Undergraduate Studies. For advanced majors in chemistry and the applied science curriculum who wish to conduct a research project in collaboration with a faculty supervisor. Restricted to on-campus work. May be taken repeatedly for credit but CHEM 99 and 101 together may not be counted for more than nine hours total credit toward B.A. and B.S. degrees in chemistry, nor more than six hours total credit towards biochemistry track of the B.S. degree, and CHEM 99 may be counted for no more than three hours credit toward the advanced chemistry elective category of the B.S. degree. Work done in CHEM 99 may be counted towards Honors in chemistry by petition to the Honors Committee of the department. Further details on CHEM 99 and honors in chemistry are available from the Office of Undergraduate Studies, Room 203 Venable Hall.
CHEM 101	**Special Problems in Chemistry (1-3).** Prerequisite, to be determined by consultation with director of Undergraduate Studies. Equivalent of one to three hours a week.
CHEM 180	**Introduction to Biophysical Chemistry (3).** Prerequisites, CHEM 61 or 65H; PHYS 25; MATH 32. (Does not carry credit toward graduate work in chemis-



Every drop counts!

🌅 = late afternoon class; ☾ = night class

	try or credit toward any track of the B.S. degree in chemistry.) Application of thermodynamics to biochemical processes; enzyme kinetics; properties of biopolymers in solution.
CHEM 331	**Research Methodology and Seminar in Biological Chemistry (1 or more).** Seminar and directed study on research methods of biological chemistry. This course provides a foundation for master's thesis or doctoral dissertation research.
CHEM 341	**Research Methodology and Seminar in Analytical Chemistry (1 or more).** Seminar and directed study on research methods of analytical chemistry. This course provides a foundation for master's thesis or doctoral dissertation research.
CHEM 351	**Research Methodology and Seminar in Inorganic Chemistry (1 or more).** Seminar and directed study on research methods of inorganic chemistry. This course provides a foundation for master's thesis or doctoral dissertation research.
CHEM 361	**Research Methodology and Seminar in Organic Chemistry (1 or more).** Seminar and directed study on research methods of organic chemistry. This course provides a foundation for master's thesis or doctoral dissertation research.
CHEM 381	**Research Methodology and Seminar in Physical Chemistry (1 or more).** Seminar and directed study on research methods of physical chemistry. This course provides a foundation for master's thesis or doctoral dissertation research.
CHEM 393	**Master's Thesis (Var.).** Prerequisites, CHEM 331, 341, 351, 361, or 381.
CHEM 394	**Doctoral Dissertation (Var.).** Prerequisites, CHEM 331, 341, 351, 361, or 381.
CHEM 400	**General Registration (0).**

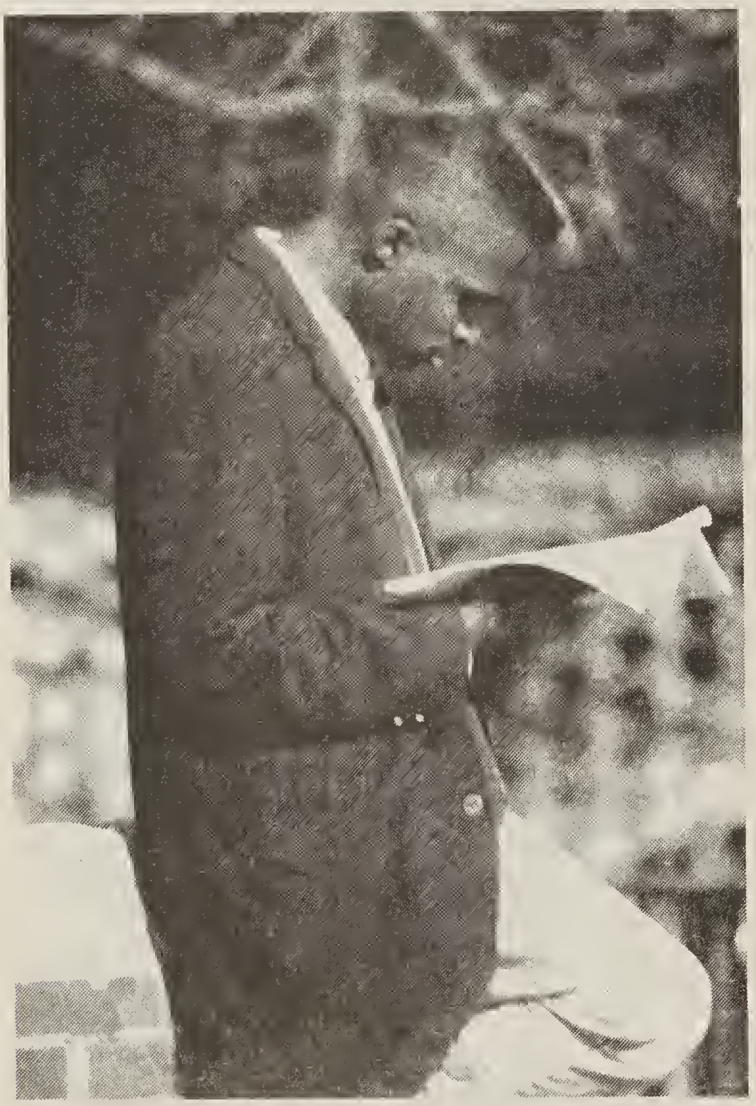
SECOND SESSION

CHEM 21	**General Descriptive Chemistry II (3).** Prerequisite, CHEM 11; corequisite, CHEM 21L. The course is the second member of a two-semester sequence. See also CHEM 11. Chemical equilibrium, reaction rates, representative chemical structures and reactions.
CHEM 21L	**Quantitative Chemistry Laboratory II (1).** Prerequisite, CHEM 11L; corequisite, CHEM 21. Techniques for quantitative acid-base, redox, and complexometric titrimetry. Gravimetric analysis. Total salt ion exchange analysis. (Transfer students who have not had quantitative analysis in their previous courses will take this laboratory.) **Four hours three days per week.**
CHEM 51	**Introduction to Inorganic Chemistry (2).** Prerequisite, CHEM 21 or CHEM 25H. Chemical periodicity, introductory molecular orbital theory, descriptive nonmetal chemistry, structures and reactions of transition metal complexes with applications to organometallics and bioinorganic chemistry.
CHEM 62	**Introduction to Organic Chemistry II (3).** Prerequisite, CHEM 61. (See description in First Session.)
CHEM 62L	**Laboratory in Organic Chemistry (1).** Prerequisite or corequisite, CHEM 62 or 66H. (See description in First Session.) **Four hours three days per week.**
CHEM 99	**Research in Chemistry for Undergraduates (3).** (See description in First Session.)
CHEM 101	**Special Problems in Chemistry (1-3).** (See description in First Session.)
CHEM 130	**Introduction to Biological Chemistry (BIOL 130) (3).** Prerequisites, CHEM 62 or 66H, 62L or 66L; BIOL 11. The study of cellular processes including catalysts, metabolism, bioenergetics, and biochemical genetics. The structure and function of biological macromolecules involved in these processes will be emphasized.
CHEM 170L	**Synthetic Chemistry Laboratory I (2).** Prerequisites, CHEM 41L or 45L, 51, 62 or 66H, 62L or 66L. An integrated treatment of both organic and inorganic synthesis. **Five hours three days per week.**
CHEM 171L	**Synthetic Chemistry Laboratory II (2).** Prerequisite, CHEM 170L. An integrated treatment of both organic and inorganic synthesis. **Five hours three days per week.**
CHEM 331	**Research Methodology and Seminar in Biological Chemistry (1 or more).** (See description in First Session.)
CHEM 341	**Research Methodology and Seminar in Analytical Chemistry (1 or more).** (See description in First Session.)
CHEM 351	**Research Methodology and Seminar in Inorganic Chemistry (1 or more).** (See description in First Session.)
CHEM 361	**Research Methodology and Seminar in Organic Chemistry (1 or more).** (See description in First Session.)
CHEM 381	**Research Methodology and Seminar in Physical Chemistry (1 or more).** (See description in First Session.)
CHEM 393	**Master's Thesis (Var.).** (See description in First Session.)
CHEM 394	**Doctoral Dissertation (Var.).** (See description in First Session.)
CHEM 400	**General Registration (0).**

CITY AND REGIONAL PLANNING 962-3983

FIRST SESSION

PLAN 46	**Introduction to Urbanism and Planning (3).** Discussion and analysis of current urban problems and of forces responsible for urban and regional growth. Historical perspective on the planning profession and the planning approach to urban phenomena. Evaluation of current proposals dealing with aspects of the urban situation in the United States.
PLAN 246 ☾	**GIS for Planners (3).** A laboratory/lecture combination focused on learning and applying Arc/Info GIS to typical planning problems; covers data capture, data display, data manipulation, modeling (e.g., network analysis, overlay analysis, suitability analysis). **Night section only.**



Reading ahead

SECOND SESSION

PLAN 67 🌅	**Ethical Bases of Public Policy Decision Making (PUPA 67) (3).** Critical exploration of ethical and theoretical bases for making public policy decisions. Analysis of normative arguments of contemporary public policy issues. **Late afternoon section only.**
PLAN 131 🌅	**Quantitative Methods in Planning (3).** Fundamental quantitative methods as aids in prediction and decision making in planning, including multivariate statistics, decision analysis, and linear programming and simulation. **Late afternoon section only**

SPECIAL SESSION

See HIGHLIGHTS for registration instructions for Special Session courses.

PLAN 110	**Coastal Zone Management (3).** May 30-June 9.

CLASSICS 962-7191

FIRST SESSION

LATN 1	**Elementary Latin (4). One additional class per week.**
CLAS 33	**The Age of Pericles (3).** An introduction to classical civilization through study of its most important period in Greece. Attention to history, literature, philosophy, and art.
CLAS 51	**Topics in Classical Studies (3).** Students may suggest to the Chair of the department topics for individual or group study. Advance arrangements required.
CLAR 341	**Special Reading in Archaeology (3).**
CLAR 393	**Master's Thesis (Var.).**
CLAR 394	**Doctoral Dissertation (Var.).**
GREK 341	**Special Reading (3).**
GREK 393	**Master's Thesis (Var.).**
GREK 394	**Doctoral Dissertation (Var.).**
LATN 341	**Special Reading (3).**
LATN 393	**Master's Thesis (Var.).**
LATN 394	**Doctoral Dissertation (Var.).**

SECOND SESSION

LATN 2	**Elementary Latin (4). One additional class per week.**
LATN 3	**Intermediate Latin (3).** Review of fundamentals, reading of Livy or Cicero.

🌅 = late afternoon class; ☾ = night class

CLAS 51	**Topics in Classical Studies (3).** (See description in First Session.)
CLAS 77	**Myth, Story, and Belief in Greek Literature (3).** An introduction to myth, heroic lore, and religion through the study of major works of Greek Literature. Core readings: Homer, Hesiod, and selections from tragic drama.
CLAR 341	**Special Reading (3).**
CLAR 393	**Master's Thesis (Var.).**
CLAR 394	**Doctoral Dissertation (Var.).**
GREK 341	**Special Reading (3).**
GREK 393	**Master's Thesis (Var.).**
GREK 394	**Doctoral Dissertation (Var.).**
LATN 341	**Special Reading (3).**
LATN 393	**Master's Thesis (Var.).**
LATN 394	**Doctoral Dissertation (Var.).**

COMMUNICATION STUDIES 962-1127

FIRST SESSION

COMM 13	**Public Speaking (3).** Theory and extensive practice in various types of speaking.
COMM 22	**Introduction to Interpersonal Communication (3).** A study of interpersonal communication in a variety of situations, including interracial and intimate relationships. Considers language, nonverbal behavior, and listening.
COMM 23	**Small Group Communication (3).** An introduction to the theory and practice of communication in the small group setting. Course topics may include group development, conformity and deviation, gender, problem solving, and power and leadership.
COMM 24	**Gender and Communication (WMST 56) (3).** Examines multiple relationships between communication and gender. Emphasizes how communication creates gender and power roles and how communicative patterns reflect, sustain, and alter social conceptions of gender.
COMM 34	**Film/Video Production and Writing (3).** The material, processes, and procedures of motion picture production, emphasis on the control of those elements that constitute film form. **2 1/2 hours three times a week.**
COMM 41	**Media Criticism (3).** An introduction to the critical analysis of film and television.
COMM 60	**Introduction to the Performance of Literature (3).** Study of a variety of literary texts (lyric, epic, dramatic) through the medium of performance.
COMM 61	**Introduction to Group Performance (3).** Prerequisite, COMM 60 or permission of instructor. Performance theory and rehearsal techniques explored through ensemble performance.
COMM 63	**Performance of African/African American Literature (3).** Prerequisite, COMM 60. Survey of major African/American writing with alternating emphasis on poetry and narrative.
COMM 80	**Social Theory and Cultural Diversity (INTS 80, SOCI 80) (3).** An exploration of the ways in which cultural diversity has posed issues for and been addressed by different versions of social theory in both international and American contexts.
COMM 90	**Internship (1-3).** Permission of the department required. Individualized study closely supervised by a faculty adviser and the departmental coordinator of internships. COMM majors only.
COMM 91	**Independent Study and Directed Research (3).** Permission of the department required. For the COMM major who wishes to pursue an independent research project or reading program under the supervision of a selected instructor. Intensive individual research on a problem designed by the instructor and student in conference.
COMM 126	**Nonverbal Communication (3).** Examines the roles and functions of nonverbal behavior in the communication process. Topic areas may include physical appearance; body, face, and eye movements; paralinguistics; haptics, nonverbal deception; the effects of environment and personal space.
COMM 229	**Seminar in Human Relationships (3).** In-depth examination of contemporary research on communication and human relationships. Foci vary and may include intimacy, groups, families, and other communication relationships. **Late afternoon section only.**
COMM 390	**Practicum in Communication Studies (1-3).**
COMM 391	**Directed Research (3).**
COMM 393	**Master's Thesis (3 or 6).**
COMM 400	**General Registration (0).**

SECOND SESSION

COMM 13	**Public Speaking (3).** (See description in First Session.)
COMM 22	**Introduction to Interpersosnal Communication (3).** (See description in First Session.)
COMM 24	**Gender and Communication (WMST 56) (3).** (See description in First Session.)
COMM 34	**Film/Video Production and Writing (3).** (See description in First Session.)
COMM 41	**Media Criticism (3).** (See description in First Session.)
COMM 60	**Introduction to the Performance of Literature (3).** (See description in First Session.)
COMM 75	**Environmental Advocacy (3).** Explores rhetorical means of citizen influence of practices affecting our natural and human environment; also study of communication processes and dilemmas of redress of environmental grievances in communities and workplace.
COMM 80	**Social Theory and Cultural Diversity (INTS 80, SOCI 80) (3).** (See description in First Session.)
COMM 90	**Internship (1-3).** (See description in First Session.)
COMM 91	**Independent Study (3).** (See description in First Session.)
COMM 120	**Interpersonal Communication (3).** Course focuses on how communication is used to build and sustain interpersonal relationships. Forms and functions of communication are examined as a means of testing and defining relationships.
COMM 390	**Practicum in Communication Studies (1-3).**
COMM 391	**Directed Research (3).**
COMM 393	**Master's Thesis (3 or 6).**
COMM 400	**General Registration (0).**

SPECIAL SESSION

See HIGHLIGHTS for registration instructions for Special Session courses.

COMM 90-2	**Internship (1-3).** July 5-August 1. For Communication Studies majors only. Hollywood Media Internships. Departmental approval required.
COMM 159	**Special Topics in Media Study (3).** July 5-August 1. Hollywood Media Industries. Departmental approval required.
COMM 143	**History of Film (3).** June 5-June 30.
COMM 151	**International Film and Television (3).** June 5-June 30.

COMPARATIVE LITERATURE 962-1055

FIRST SESSION

CMPL 22	**Great Books: Romanticism through Modernism (3).** An introduction to some major works of literature (in English translation) of the nineteenth and twentieth centuries. Authors to be studied include Dostoyevsky, Flaubert, Kafka, Gogol, Mann, and Allende.
CMPL 140	**Reading Course (Var.).**
CMPL 393	**Thesis (Var.).**
CMPL 394	**Dissertation (Var.).**
CMPL 400	**General Registration (0).**

SECOND SESSION

CMPL 240	**Reading Course (Var.).**
CMPL 393	**Thesis (Var.).**
CMPL 394	**Dissertation (Var.).**
CMPL 400	**General Registration (0).**

COMPUTER SCIENCE 962-1700

FIRST SESSION

COMP 4 ☽	**Computers: Power Tools for the Mind (3).** Skillful use of personal computers and standard packaged software for everyday tasks. Lectures and extensive laboratory exercises. How computers and packages work. Applications. Social effects and social concerns. **Day and night sections available.**
COMP 14	**Introduction to Programming (3).** Introduction to computer use. Approaches to problem solving; algorithms and their design; fundamental programming skills using Pascal. (Required text and software cost $100. Average time commitment is approximately 25 hours per week.)
COMP 96	**Computers and Society (3).** Cultural, social, philosophical, technical, and economic effects of computers. Ethics of technology and computer use. Influence of computers as paradigms on world view. Computers and robots as autonomous beings.
COMP 393	**Master's Thesis (Var.).**
COMP 394	**Doctoral Dissertation (Var.).**
COMP 400	**General Registration (0).**

☀ = late afternoon class; ☽ = night class

SECOND SESSION

COMP 4 ☽	**Computers: Power Tools for the Mind (3).** (See description in First Session.) **Day and night sections available.**
COMP 14	**Introduction to Programming (3).** (See description in First Session.)
COMP 393	**Master's Thesis (Var.).**
COMP 394	**Doctoral Dissertation (Var.).**
COMP 400	**General Registration (0).**

DENTISTRY, ADVANCED DENTAL EDUCATION, DENTAL HYGIENE EDUCATION (M.S.), AND DENTAL HYGIENE (B.S.)

For information on Dentistry, Advanced Dental Education, and Dental Hygiene Education, (M.S.) contact: Admissions Office, School of Dentistry, The University of North Carolina at Chapel Hill, CB# 7450, Chapel Hill, NC 27599-7450.

For information on Dental Hygiene (B.S.), contact: Director of Allied Dental Education Programs, School of Dentistry, The University of North Carolina at Chapel Hill, CB# 7450, Chapel Hill, NC 27599-7450.

DRAMATIC ART 962-1132

FIRST SESSION

DRAM 15	**Elements of the Drama (3).** A survey of plays from the Greeks to the present, analyzed through such elements of the dramatic text as action, character, structure, and language.
DRAM 16	**Elements of the Theatre (3).** A survey of the interrelationships of acting, directing, designing, and playwriting through the study of major periods of theatrical expression and representative plays.
DRAM 20	**Play Analysis (3).** Development of the skill to analyze plays for academic and production purposes through the intensive study of representative plays.
DRAM 35	**Acting for Nonmajors (3).** Introduction to basic processes and techniques of acting for the stage.
DRAM 56	**Movement for the Actor (3).** Introduction to physical training. Individual/group exercises explore relaxation, breath, concentration, flexibility, imaginative responses that become physical tools for acting. May include stage combat, juggling, mime, improvisation, games, and yoga.
DRAM 60	**Stagecraft (3).** A general survey of the materials, equipment, and processes used in theatre production.

SECOND SESSION

DRAM 15	**Elements of the Drama (3).** (See description in First Session.)
DRAM 16	**Elements of the Theatre (3).** (See description in First Session.)
DRAM 20	**Play Analysis (3).** (See description in First Session.)
DRAM 35	**Acting for Nonmajors (3).** (See description in First Session.)
DRAM 56	**Movement for the Actor (3).** (See description in First Session.)
DRAM 60	**Stagecraft (3).** (See description in First Session.)

Summer School offices are located on the second floor of Pettigrew Hall

ECONOMICS 966-2383

NOTE: ECON 10 or equivalent is a prerequisite for all other courses. Other prerequisites are given in the course descriptions. Courses designed for specific majors are: ECON 101 and 132 for Economics majors; ECON 100 and 130 for Business Administration majors; and ECON 100 and 145 for Industrial Relations majors. Only one in each of the following groups may be taken for graduation credit: 100 or 101; 130 or 132; 130 or 185; 94A, 140 or 141; 145 or 147; 190 or 194.

FIRST SESSION

ECON 10	**Introduction to Economics (3).** Introduction to fundamental issues in economics including competition, scarcity, opportunity cost, resource allocation, unemployment, inflation, and the determination of prices.
ECON 70	**Elementary Statistics (3).** Sources and collection of data, tabular and graphic presentation, averages, dispersion, time-series, correlation, index numbers, reliability of statistics, and tests of significance.
ECON 91	**Women and Economics (WMST 91) (3).** Survey of women's time allocation patterns, labor force participation trends, earnings, occupational selection, and economic history using neoclassical economic analysis. Examinations of contemporary issues such as pay equity, affirmative action.
ECON 100	**Microeconomics: Theory and Applications (3).** Analysis of the ways in which consumers and business firms interact in a market economy.
ECON 101	**Intermediate Theory: Price and Distribution (3).** Prerequisite, MATH 22 or equivalent. The determination of prices and the distribution of income in a market system.
ECON 130	**Money, the Financial System, and the Economy (3).** Analysis of the role of money in the economy, its creation and management, institutional setting, policy implications, and interrelationships with other variables in determining the level of economic activity.
ECON 132	**Intermediate Theory: Money, Income, and Employment (3).** An introduction to contemporary macroeconomic concepts and analysis. Topics include the level, fluctuations, and growth of national income, and monetary and fiscal policies designed to achieve economic goals.
ECON 141	**Analysis of Public Finance (3).** Prerequisite, ECON 100 or 101. Application of economic analysis to the taxing and spending functions of government.
ECON 159	**History of Economic Doctrines (3).** A survey of the fundamental forms of economic thought from the scholastics through Keynes.
ECON 163	**Economic Development (3).** Prerequisite, ECON 100 or 101 or permission of instructor. An introduction to the economic characteristics and problems of the less developed countries and to the theories and policies applicable to the developing economy.
ECON 185	**Financial Markets and Economic Fluctuations (3).** Prerequisite, ECON 132. An examination of financial institutions and markets, their role in economic conditions and the use of macroeconomic policies in affecting those conditions.
ECON 190	**The Economics of Labor Relations (3).** Prerequisite, ECON 100 or 101. An economic analysis of workplace issues, including worker quits, layoffs and unemployment, discrimination and affirmative action, and the setting of pay, fringe benefits, and working conditions.
ECON 393	**Master's Thesis (Var.).**
ECON 394	**Doctoral Dissertation (Var.).**
ECON 399	**Seminar (3).** Prerequisite, permission of instructor. Individual research in a special field under direction of a member of the department.
ECON 400	**General Registration (0).**

SECOND SESSION

ECON 10	**Introduction to Economics (3).** (See description in First Session.)
ECON 70	**Elementary Statistics (3).** (See description in First Session.)
ECON 100	**Microeconomics: Theory and Applications (3).** (See description in First Session.)
ECON 101	**Intermediate Theory: Price and Distribution (3).** Prerequisite, MATH 22 or equivalent. (See description in First Session.)
ECON 130	**Money, the Financial System, and the Economy (3).** (See description in First Session.)
ECON 132	**Intermediate Theory: Money, Income, and Employment (3).** (See description in First Session.)

ECON 145	**Public Policy Toward Business (3).** Prerequisite, ECON 100 or 101. Industry structure and its relation to performance; market imperfections; description and analysis of antitrust and regulation.
ECON 161	**International Economics (3).** Prerequisite, ECON 100 or 101. An introduction to international trade, the balance of payments, and related issues of foreign economic policy.
ECON 193	**History of the Labor Movement (3).** A history of the labor movement in the United States, with special reference to its economic significance.
ECON 393	**Master's Thesis (Var.).**
ECON 394	**Doctoral Dissertation (Var.).**
ECON 399	**Seminar (3).** Prerequisite, permission of instructor. (See description in First Session.)
ECON 400	**General Registration (0).**

EDUCATION 966-1346

Advanced undergraduates may be enrolled in 100-level courses only with explicit permission of their adviser or dean.

FIRST SESSION

GENERAL EDUCATION

EDUC 54	**Social Concepts and Problems in American Education (3).** Open to majors in the School of Education or with permission of the director of Teacher Education. Basic course in history and sociology of education for undergraduate students majoring in teacher education. Reviews major concepts of educational foundations and educational practice.
EDUC 65	**The Teaching Profession (1.5).** (Offered concurrently with EDUC 66). Students will be initiated into the teaching profession. The course stresses what it is like to be a teacher, with concurrent emphasis on the life of the student and the study of schools. Prerequisite, admission to the Middle Grades Teacher Education Program. **(Begins May 15.)**
EDUC 66	**Planning for Teaching (4.5).** (Offered concurrently with EDUC 65). Prerequisite, admission to the Middle Grades Teacher Education Program. Students will learn basic skills for assessing characteristics of the student related to learning, selecting content for instruction, and planning a lesson. **Double period each day.**
EDUC 72	**Psychology of Learning (3).** Considers the components of teaching-learning situations, including motivation, teaching-learning strategies, classroom management, and testing and evaluation from a psychological perspective.
EDUC 153	**Content-Area Reading and Writing (3).** Introductory course that focuses on current theory, research, and issues in the teaching and use of reading and writing in the content area.

CURRICULUM AND INSTRUCTION

EDCI 180	**Methods of Teaching English as a Second Language (3).** Covers teaching methods, assessment, and resource issues related to helping the ESL learner. Additional topics include theories of language learning and the relationships between culture and language.
EDCI 199	**Independent Study in Curriculum and Instruction (1-3).** Prerequisite, permission of the instructor. May be repeated for a maximum of six hours credit. Readings and research under the direction of a member of the program.
EDCI 303	**Problems in Curriculum and Instruction (3-6).** May be repeated for credit. Provides an opportunity for advanced students to do independent study under supervision. (Sections include early childhood, intermediate, secondary subjects, media, reading, and general).

EDUCATIONAL FOUNDATIONS

EDFO 120	**Social Foundations of American Education (3).** A study of the historical developments, philosophical theories, and social forces influencing American education.
EDFO 180	**Statistical Analysis of Educational Data I (4).** Descriptive and inferential statistics for educational research, including an introduction to the fundamentals of research design and computer data analysis.
EDFO 201 🌅	**Psychology of Learning in the School (3).** A study of learning in the school setting, with emphasis on fundamental concepts, issues, evaluation of materials, and experiences. **Late afternoon section only.**
EDFO 380 🌅	**Statistical Analysis of Educational Data III (3).** Prerequisites, EDFO 180, EDFO 280, and EDFO 285, or permission of the instructor. An extension of the general linear model to analysis of educational data with multiple dependent variables, with computer applications. **Late afternoon section only.**

EDFO 393	**Master's Thesis (3).**
EDFO 394	**Doctoral Dissertation (3).**
EDFO 400	**General Registration (0).**

SPECIALIZED PROFESSIONAL EDUCATION

EDSP 207	**Internship in School Counseling and Consultation (3-9).** May be repeated for credit for a maximum of twelve credit hours. Counseling and consultation under supervision in a school setting in order to develop competencies in individual counseling, group counseling, and consultation. Prerequisites, EDSP 201 and 203 and permission of the instructor.
EDSP 209	**Issues in Organizing Guidance Services (3).** Emphasis on organizing guidance services to meet such problems as those related to the special needs of women, minority groups, and the drug problem. Prerequisite, eighteen hours in counseling courses.
EDSP 224	**Working with Parents and Families of Handicapped Children (3).** Considers trends, research, sociological, and psychological issues, intervention procedures, and interaction with families of handicapped children. Field experiences with families of handicapped children provided. **Four hours, two afternoons a week.**

SECOND SESSION

GENERAL EDUCATION

EDUC 4 ☾	**Arts and Crafts for Elementary Teachers (3).** Introduction to developmental aspects of children's art and application of art materials and processes to teaching at the elementary and intermediate levels. **Three hours, four days a week. Night section only.**
EDUC 41	**Education in American Society (3).** Primarily for students not majoring in education and may be taken by education majors only as an elective. A reflective examination of beliefs and attitudes associated with the historical, philosophical, sociological, political, and economic forces affecting education and schooling in the United States; the structure and function of the school system; and current issues and trends in American schooling and education.
EDUC 69	**Teaching Skills Laboratory (3).** Prerequisites, EDUC 65 and EDUC 66. Students will learn to perform a variety of basic teaching skills used by classroom teachers. This course will be conducted primarily as a laboratory course. **Double period each day.**
EDUC 96	**Teaching Internship (Var.).** Prerequisite, permission of instructor. This internship gives students the opportunity to plan instruction and to teach with increasing degrees of responsibility. The internship will be in a school setting under the direct supervision of a classroom teacher. Restricted registration.
EDUC 153	**Content-Area Reading and Writing (3).** (See description in First Session.)

CURRICULUM AND INSTRUCTION

EDCI 120	**Early Childhood Education (3).** Considers the development of early childhood education, growth, and development characteristics of young children, and the organization and administration of programs and services for young children.
EDCI 199	**Independent Study in Curriculum and Instruction (1-3).** Prerequisite, permission of the instructor. (See description in First Session.)
EDCI 200	**Introduction to Curriculum and Instruction (3).** A survey of the nature of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Open to graduate students in education or by permission of the instructor.

EDUCATIONAL FOUNDATIONS

EDFO 101	**Psychology of Childhood and Adolescence (3).** Theories of child and adolescent development plus research findings that aid in the understanding of human behavior and development.
EDFO 120	**Social Foundations of American Education (3).** (See description in First Session.)
EDFO 220	**Philosophy of Modern Education (3).** A comparative study of the current philosophies of education with particular attention to their impact on solutions offered to problems currently recognized in American education.
EDFO 280 ☼	**Statistical Analysis of Educational Data II (4).** Prerequisite, EDFO 180. A linear model approach to the analysis of data collected in educational settings. Topics include multiple regression, analysis of variance, and analysis of covariance, using computer packages. **Late afternoon section only.**
EDFO 393	**Master's Thesis (3).**
EDFO 394	**Doctoral Dissertation (3).**
EDFO 400	**General Registration (0).**

SPECIALIZED PROFESSIONAL EDUCATION

EDSP 203	**Pre-Practicum in Counseling (3).** Interviewing techniques developed at specified levels of competence through role playing and video and audio feedback. Prerequisites, EDSP 201 (may be taken concurrently) and permission of the instructor.
EDSP 340	**Master's Internship (3 or 6).** Provides supervised experience in a phase of special education and literacy studies appropriate to the student's qualifications and future educational goals. Requires a minimum of 300 clock hours at the internship site per semester.
EDSP 345	**Problems in Special Education (3).** May be repeated for credit. Available for post-master's students who wish to engage in supervised field and pilot research. Prerequisite, permission of the instructor.

SPECIAL SESSION

See HIGHLIGHTS for registration instructions for Special Session courses.

EDSP 200	**Introduction to School Counseling (3).** June 5-23.
EDSP 201	**Theories of Counseling (3).** June 5-23.
EDSP 228	**Externship in School Psychology (1-6).** May 18-June 10.
EDSP 322	**Seminar in Learning Disabilities (3).** June 27-July 18.

ENGLISH 962-5481

FIRST SESSION

ENGL 11	**English Composition and Rhetoric (3).** Required of all students except those exempted by placement tests. Students analyze and create writings that define social, cultural, and professional communities. Formerly English 1.
ENGL 12	**English Composition and Rhetoric (3).** Required of all students except those exempted by placement tests. Students analyze and create arguments. Formerly English 2.
ENGL 20	**British Literature, Chaucer to Pope (3).** Required of all English majors. Survey of medieval, renaissance, and neoclassical periods. Drama, poetry, and prose.
ENGL 21	**British Literature, Wordsworth to Eliot (3).** Required of all English majors. Survey of romantic, Victorian, and modern periods. Poetry, novels, and plays.
ENGL 23	**Introduction to Fiction (3).** Freshman and sophomore elective, open to juniors and seniors. Novels and shorter fiction by Defoe, Austen, Dickens, Faulkner, Wolfe, Fitzgerald, Joyce, and others.
ENGL 24	**Contemporary Literature (3).** Freshman and sophomore elective, open to juniors and seniors. The literature of the present generation.
ENGL 52	**Chaucer (3).** Chaucer's development as an artist as revealed in his poetry.
ENGL 54	**Sixteenth-Century English Literature (3).** Poetry and prose of representative authors, including More, Wyatt, Sidney, Spenser, Bacon, and Shakespeare's nondramatic poetry.
ENGL 66	**Prose and Poetry of the Classical Period (3).** Dryden, Addison, Steele, Swift, Pope, and Johnson, Boswell, and Gray.
ENGL 72	**The Chief Romantic Writers (3).** Blake, Wordsworth, Byron, Coleridge, Shelley, Keats, and others.
ENGL 81	**American Literature from the End of the Civil War to 1930 (3).** Representative authors from the end of the Civil War to 1930.
ENGL 83	**The American Novel (3).** The American novel through World War II. Hawthorne, Melville, Clemens, James, Anderson, Hemingway, Faulkner, and others.
ENGL 84	**Afro-American Literature to 1950 (3).** Survey of Afro-American literature from the beginning to 1950, from the slave narratives through Richard Wright.
ENGL 154	**Sixteenth-Century English Literature, Excluding Drama (3).** A survey of major nondramatic genres and of about twenty authors from the period 1485 to 1605.
ENGL 166	**English Literature, 1660-1780 (3).** A survey of English literature from Dryden to Burke. Though the emphasis falls on Swift, Pope, and Johnson, a considerable amount of reading in minor authors provides essential background for the period.
ENGL 172	**Romantic Literature (3).** A survey of the major English romantic writers, including Blake, Wordsworth, Coleridge, Shelley, Byron, Keats, with an introduction to the chief scholarly and critical problems in this period.
ENGL 393	**Master's Thesis (Var.).**
ENGL 394	**Doctoral Dissertation (Var.).**
ENGL 397	**Directed Readings (Var.).**

SECOND SESSION

ENGL 10	**Basic Writing (3).** Required of all incoming students with Verbal SAT scores of 400 or lower, except those exempted by placement tests. Provides frequent practice in writing, from short paragraphs to longer papers. When necessary, written assignments may be supplemented by work in the Learning Skills Center. Formerly English W.
ENGL 11	**English Composition and Rhetoric (3).** (See description in First Session.)
ENGL 12	**English Composition and Rhetoric (3).** (See description in First Session.)
ENGL 20	**British Literature, Chaucer to Pope (3).** (See description in First Session.)
ENGL 25	**Introduction to Poetry (3).** Freshman and sophomore elective, open to juniors and seniors. A course designed to develop basic skills in reading poems from all periods of English and American literature.
ENGL 58	**Shakespeare (3).** Study of twelve to fifteen representative comedies, histories, and tragedies.
ENGL 81	**American Literature from the End of the Civil War to 1930 (3).** (See description in First Session.)
ENGL 85	**Afro-American Literature since 1950 to the Present (3).** Survey of Afro-American literature from 1950 to the present, Ellison, Baldwin, Jones, Brooks, Hayden, Gaines, and others.
ENGL 88	**Southern American Literature (3).** An introduction to the Southern literary renascence of the twentieth century: poems and fiction by Faulkner, Wolfe, Wright, Toomer, O'Connor, Percy, Styron, Jarrell, etc.
ENGL 95	**British and American Drama of the Twentieth Century (3).** A survey of British and American drama, poetry, fiction, and criticism.
ENGL 187	**Folklore in the South (FOLK 187) (3).** Exploration of folklore in the South, with emphasis on genres like tales, black and white spirituals, chanted sermons, work songs, blues, and dance music. Attention to social and historical backgrounds.
ENGL 188	**Southern American Literature (3).** The literature of the South, with special attention to the Southern literary renascence of 1930 to 1950.
ENGL 195	**British and American Drama of the Twentieth Century (3).** A survey of British and American drama, poetry, fiction, and criticism.
ENGL 393	**Master's Thesis (Var.).**
ENGL 394	**Doctoral Dissertation (Var.).**
ENGL 397	**Directed Readings (Var.).**

FRENCH

See Romance Languages.

GEOGRAPHY

962-8901

FIRST SESSION

GEOG 10	**Physical Geography (3).** An assessment of the occurrence, characteristics, and inter-relationship of earth's climates, landforms, natural vegetation, and soils, especially as they influence humans' attempt to use the environment.
GEOG 20	**The Character of World Regions (3).** A survey of the geography of human activity as it occurs throughout the world. Emphasis is placed upon current problems related to population, resources, regional development, and urbanization.
GEOG 23	**Cultural Landscapes (3).** How population, environment, and human culture as expressed in technology and organization interact over space and time.
GEOG 166	**Eastern Asia (3).** Spatial structure of population, urbanization, agriculture, industrialization, and regional links in China, Japan, and Korea. See HIGHLIGHTS section.
GEOG 168	**Africa (3).** Primary emphasis on the dynamic spatial organization of Africa south of the Sahara. Individual countries will be studied in view of their geographic characteristics and problems.
GEOG 173	**Spatial Data Representation and Display (3).** Introduction to spatial analytical techniques, including computer mapping, remote sensing, and geographic information systems. The emphasis is on approaches for spatial data handling, organizational structures, data representation within an automated environment, manipulation and display of spatial data through use of specialized mapping and graphics computer systems, and the role of such practices in geographic analyses.
GEOG 393	**Master's Thesis (Var.).**
GEOG 394	**Doctoral Dissertation (Var.).**

SECOND SESSION

GEOG 10	**Physical Geography (3).** (See description in First Session.)
GEOG 11	**Weather and Climate (3).** An introduction to the nature and causes of weather variability and climate change and their impact on human activity.
GEOG 20	**The Character of World Regions (3).** (See description in First Session.)
GEOG 30	**Development Issues Third World (3).** Population and ecological aspects of problems in the urban, industrial, and agricultural development of Third World nations from a geographical perspective.
GEOG 154	**Historical Geography of the United States (3).** A study of selected past geographies of the United States with emphasis on the significant geographic changes in population, cultural, and economic conditions through time.
GEOG 393	**Master's Thesis (Var.).**
GEOG 394	**Doctoral Dissertation (Var.).**

GEOLOGY 966-4516

FIRST SESSION

GEOL 11	**Introductory Geology (3).** No prerequisite. GEOL 11 may be taken with or without laboratory (GEOL 11L). Geologic materials, minerals, and rocks. Major geologic events; earthquakes, volcanic activity, mountain formation, plate tectonics, and continental drift. Landscape development by glaciers, streams and groundwater, ocean currents, waves, and wind.
GEOL 11L	**Introductory Geology Laboratory (1).** Study of common minerals and rocks. Use of topographic and geologic maps to illustrate geologic processes. **Three hours two days per week.**
GEOL 199	**Special Problems in Geology (1-4).** Prerequisite, permission of the departmental Chair.
GEOL 392	**Research in Geology (Var.).**
GEOL 393	**Master's Thesis (Var.).**
GEOL 394	**Doctoral Dissertation (Var.).**
GEOL 400	**General Registration (0).**

SECOND SESSION

GEOL 16	**Evolution of Life (3).** No prerequisite. Origin and evolution of life as examined from the perspectives of earth history and the fossil record.
GEOL 16L	**Evolution of Life Laboratory (1).** Prerequisite or corequisite, GEOL 16. Collection, identification, and phylogenetic analysis of common animal and plant fossils from North Carolina, including collecting trips to field sites and study at the Smithsonian Institution. **Three hours two days per week.**
GEOL 199	**Special Problems in Geology (1-4).** Prerequisite, permission of the departmental Chair.
GEOL 392	**Research in Geology (Var.).**
GEOL 393	**Master's Thesis (Var.).**
GEOL 394	**Doctoral Dissertation (Var.).**
GEOL 400	**General Registration (0).**

SPECIAL SESSION

See HIGHLIGHTS for registration instructions for Special Session courses.

GEOL 128-129	**Field Course in Geology (6).** May 15-June 25.

GERMANIC LANGUAGES 966-1641

A graduate student seeking to use GERM 1 and 2 to fulfill a foreign language reading knowledge requirement should obtain prior approval from his or her department. When GERM 2 has been successfully completed (with a grade of B or higher) the Chair of the Department of Germanic Languages will recommend to the student's Chair that the reading knowledge requirement be considered fulfilled.

FIRST SESSION

GERM 1	**Elementary German (4). One additional class per week.**
GERM 3	**Intermediate German (3).** Intensive reading and review of grammar; discussion in German.
GERM 46	**Tale(s) of Two Cities: Vienna and Prague 1900 (3).** In English translation (no German required). Interdisciplinary approach to the arts and literature of the Habsburg Monarchy at the turn of the century. Works by Kafka, Rilke, Hofmannsthal, Schnitzler explore artistic, political, cultural themes. Aesthetic Perspective.
GERM 393	**Master's Thesis (Var.).**
GERM 394	**Doctoral Dissertation (Var.).**
GERM 400	**General Registration (0).**

SECOND SESSION

GERM 2	**Elementary German (4). One additional class per week.**
GERM 4	**Intermediate German (3).** Reading of selected texts with discussion in German.
GERM 393	**Master's Thesis (Var.).**
GERM 394	**Doctoral Dissertation (Var.).**
GERM 400	**General Registration (0).**

GREEK

See Classics.

HISTORY

962-2115

FIRST SESSION

HIST 11	**History of Western Civilization I (3).** The emergence of Western civilization from antiquity to the seventeenth century; emphasis on ideas, forces governing change, and humanistic themes.
HIST 21 ☀	**American History to 1865 (3).** The American experience from colonial origins through the revolution and the fashioning of a nation to its testing in the Civil War. **Late afternoon section only.**
HIST 22	**American History Since 1865 (3).** The transformation of the United States into an industrial, urban, and pluralist society and its emergence as a world power.
HIST 31	**History of Russia from 1861 to the Present (3).** This survey of modern Russia analyzes the abolition of serfdom, the Russian revolutions, continuity and change, the pre- and post-revolutionary periods, and the relationship between Russia and the West in the last century.
HIST 67	**North Carolina History since 1865 (3).** The history of North Carolina from the end of the Civil War to the present. Important topics include reconstruction, agrarian protests, disfranchisement and segregation, industrialization and workers' experience, the civil rights movement, and twentieth-century politics.
HIST 74	**The American West, 1800 to the Present (3).** A survey and interpretation of the American West in the nineteenth and twentieth centuries, emphasizing the special role of the West in the evolution of American history and the development of contemporary American society.
HIST 88	**Japan since 1945: The Fragile Superpower (3).** Examines Japan's recovery from defeat in World War II to rise again as a major power. Topics include: the American occupation, Japanese democracy, economic recovery, changes in social values, and foreign relations. (See HIGHLIGHTS section.)
HIST 89 ☽	**Peace and War (PWAD 78) (3).** The emphasis will be historical, with conceptual tools from other disciplines used when appropriate. Theoretical explanations, militarism, the international system, internal order, and the search for peace will be examined. **Night section only.**
HIST 90 ☀	**Topics in History (3).** "A History of Sport in America." A study of leisure, recreation, and sport in America from the colonial period to the present. Emphasis will be on organized team sport, especially football, baseball, and basketball in the late nineteenth and twentieth centuries. **Late afternoon section only.**
HIST 91	**Independent Studies in History (3).** Permission of instructor required.
HIST 145	**The American Colonial Experience (3).** Major topics: European reconnaissance; founding of new societies; character and structure of institutions; thought and feeling from Cotten to Franklin; privilege and cost of empire.
HIST 148	**Civil War and Reconstruction, 1848-1900 (PWAD 148) (3).** An examination and interpretation of American history from the Mexican War to the beginning of the twentieth century.
HIST 299	**Independent Study for Graduate Students (3).** Permission of the instructor required.
HIST 393	**Master's Thesis (Var.).**
HIST 394	**Doctoral Dissertation (Var.).**
HIST 400	**General Registration (0).**

SECOND SESSION

HIST 11	**History of Western Civilization I (3).** (See description in First Session.)
HIST 12	**History of Western Civilization since 1650 (3).** The development of Western civilization from the middle of the seventeenth century to the present.
HIST 18	**The Contemporary World in Historical Perspective: The World since 1945 (3).** Analyzes the Cold War, the challenge of decolonization, America's role in international politics, the world as an economic and political unit, the multipolar diplomacy of the 1970s.
HIST 21	**American History to 1865 (3).** (See description in First Session.)
HIST 22	**American History since 1865 (3).** (See description in First Session.)

☀ = late afternoon class; ☽ = night class

HIST 33	**Traditional East Asia (3).** Comparative and interdisciplinary introduction to the major political, social, and cultural traditions of China and Japan before their societies were disrupted in the nineteenth century by Western intrusion.
HIST 52	**History of Greece (3).** A survey of Greek history and culture from the Bronze Age to the Hellenistic period.
HIST 91	**Independent Studies in History (3).** Permission of instructor required.
HIST 92b	**History of Religion in America (RELI 29) (3).** Survey of the beliefs and practices of the major religious groups in America and the ways they have influenced American history.
HIST 112	**The Renaissance (3).** Italy, birthplace of the Italian Renaissance with emphasis on the interaction between culture and society.
HIST 150	**United States History since 1932 (3).** Diverse developments as interpreted within the framework of certain broad and open-ended themes, particularly individual freedom, social welfare, mass culture, and community.
HIST 299	**Independent Study for Graduate Students (3).** Permission of the instructor required.
HIST 393	**Master's Thesis (Var.).**
HIST 394	**Doctoral Dissertation (Var.).**
HIST 400	**General Registration (0).**

INFORMATION AND LIBRARY SCIENCE 962-8366

These courses are open to students enrolled in the School of Information and Library Science. Students registered in other departments or schools may enroll in a course with permission of the instructor.

FIRST SESSION

INLS 102	**Introduction to Computing for Information Use (3).** Study of the functional capabilities of major classes of microcomputer application software, the computing needs of information agencies, and selected current topics in computing.
INLS 151	**Organization of Materials I (3).** Prerequisite, permission of the instructor. An introduction to the problems of organizing information and collections of materials. Formal systems for cataloging and classifying are studied.
INLS 153	**Resource Selection and Evaluation (3).** Identification, provision, and evaluation of resources to meet primary needs of clienteles in different institutional environments.
INLS 201	**Research Methods (3).** Prerequisite, completion of twelve semester hours. An introduction to research methods used in library and information science. Includes writing a research proposal.
INLS 299	**Supervised Field Experience (3).** Prerequisites, completion of twenty-four semester hours and permission of adviser. Supervised observation and practice in a library or information service agency. The student will work a required amount of time in the work setting under the supervision of a library/information pro-fessional and will participate in faculty-led group discussions for ongoing evaluation of the practical experience.
INLS 300	**Research in Information and Library Science (1-3).** Prerequisite, permission of the instructor. Study by an individual student on a special topic under the direction of a specific faculty member.
INLS 379	**Research in Information Retrieval (1-6).** Prerequisite, permission of the instructor. Supports individual and small group research undertaken by doctoral students in information retrieval intended to produce research results of publishable quality.
INLS 389	**Research in Communication (1-6).** Prerequisite, permission of the instructor. Supports individual and small group research undertaken by doctoral students in communication intended to produce research results of publishable quality.
INLS 399	**Research in Information and Library Science (1-6).** Prerequisite, permission of the instructor. Supports individual and small group research undertaken by doctoral students in information and library science intended to produce research results of publishable quality.
INLS 393	**Master's Paper (0-3).**
INLS 394	**Doctoral Dissertation (3 or more).**
INLS 400	**General Registration (0).**

SECOND SESSION

INLS 110.70	**Introduction to Hypermedia (3).** Prerequisite, INLS 102. A critical examination of state-of-the-art hypermedia. Attention will be given to definitions, examples, and applications; relevant theories, principles and guidelines, resources for the development and delivery of stand-alone and distributed hypermedia; and evaluative techniques.

INLS 110.55	**Internet Resources and Applications (3).** Prerequisite, INLS 102. Introduction to Internet concepts, applications, and services. Includes an overview of the TCP/IP protocol suite along with clients and servers for Internet communication, browsing, and navigation. Also examines policy, management, and implementation issues. Note: Since this course represents an expansion of sections of the existing INLS 181, this course is not available to students who have taken INLS 181.
INLS 131	**Management of Information Agencies (3).** An introduction to management in libraries and other information agencies. Topics to be studied include planning, budgeting, organizational theory, information sources for managers, staffing, leadership, organizational change, and decision making.
INLS 180	**Communication Processes (3).** Examines the social and technological processes associated with the transfer of information and includes the discussions of formal and interpersonal communication channels.
INLS 299	**Supervised Field Experience (3).** Prerequisites, completion of twenty-four semester hours and permission of adviser. (See description in First Session.)
INLS 300	**Study in Information and Library Science (1-3).** Prerequisite, permission of the instructor. (See description in First Session.)
INLS 379	**Research in Information Retrieval (1-6).** Prerequisite, permission of the instructor. (See description in First Session.)
INLS 389	**Research in Communication (1-6).** Prerequisite, permission of the instructor. (See description in First Session.)
INLS 399	**Research in Information and Library Science (1-6).** Prerequisite, permission of the instructor. (See description in First Session.)
INLS 393	**Master's Paper (0-3).**
INLS 394	**Doctoral Dissertation (3 or more).**
INLS 400	**General Registration (0).**

SPECIAL SESSION

See HIGHLIGHTS for registration instructions for Special Session courses.

INLS 110.53	**Library Automation (3).** May 18-June 2.
INLS 256	**Database Systems (3).** July 14-31.
INLS 210.71	**Financial Management for Libraries and Information Centers (3).** June 27-July 13.

🌅 = late afternoon class; 🌙 = night class

INTERNATIONAL STUDIES 962-5442

FIRST SESSION

INTS 77	**Global Issues (3).** An interdisciplinary approach to studying the origins, current dilemmas, and future trends of major issues confronting the global community, such as energy and resource depletion, food and population, war, nuclear arms, economic interdependence and international inequality.
INTS 80	**Social Theory and Cultural Diversity (COMM 80, SOCI 80) (3).** An exploration of the ways in which cultural diversity has posed issues for and been addressed by different versions of social theory in both international and American contexts.

SECOND SESSION

INTS 80 🌅	**Social Theory and Cultural Diversity (3). (COMM 80, SOCI 80)** (See description in First Session.) **Late afternoon section only.**

ITALIAN See Romance Languages.

JOURNALISM AND MASS COMMUNICATION 962-1204

FIRST SESSION

JOMC 11	**The World of Mass Communication (3).** Overview of mass communication's vital role in society with discussion of media institutions, theories, practices, professional fields, and effects on society, groups, and individuals.
JOMC 53	**News Writing (4).** Prerequisites, sophomore standing, passing grade on school's spelling and grammar examination, ability to type on word processor, and permission of school. Study of elements of news stories, writing of leads, organization and writing of various types of news stories. **Double period each day.**
JOMC 54	**Reporting (3).** Prerequisite, JOMC 53. Exercise in news gathering, interviews, and writing news for print media.

JOMC 57	**News Editing (3).** Prerequisite, JOMC 53. Study and practice in copyreading, headline writing, proofreading, etc., with attention given to printing terminology, page makeup, type structure, computer use in editing, and analysis of newspapers. **2 1/2 hours four days per week.**
JOMC 85	**The World of Graphic Design (3).** Principles and practices of design, typography, graphics, and production for visual communication for print and electronic media. Computer graphics and pagination. **2 1/2 hours four days per week.**
JOMC 97	**Individual Study (3).** Permission of instructor required. An individual readings and problems course to be directed by the faculty member in whose field of interest the subject matter lies.
JOMC 112	**The Black Press and U.S. History (3).** A chronological survey of the African American press in the United States since 1827. Emphasis is on key people and issues during critical eras in the African American experience.
JOMC 130	**Principles of Public Relations (3).** Prerequisite, JOMC 53. Internal and external public relations concepts and practices for business and other organizations, with emphasis on identification and analysis of their publics and design, execution, and assessment of appropriate communication as strategies.
JOMC 164	**Introduction to Mass Communication Law and Ethics (3).** Introduction to press freedom and the First Amendment, including libel, privacy, access to information, free press-fair trial, advertising and broadcast regulation, journalistic privilege, and prior restraint.
JOMC 170	**Principles of Advertising (3).** A survey of the economics, psychology, philosophy, and history of advertising, with particular reference to research bases, copy, layout, media planning, production, and testing of advertisements.
JOMC 191.1	**Team Journalism (3).** This course will emphasize the importance of cooperation and team work by verbal and visual reporters as they examine a topic of significance. Student photographers, writers and designers will be grouped into working teams that will each be assigned a specific story topic. Each team will produce a package of documentary reports about that topic, providing the team members the opportunity to broaden their understanding of the total journalism process while improving their individual skills. **2 1/2 hours four days per week.**
JOMC 345	**Reading and Research (3).** Permission of instructor. Advanced reading or research in a selected field.
JOMC 345.30	**The Scope of the Field (3).** Prerequisite, permission of the instructor. This course is an introduction to the field of mass communication. It will consist of readings, oral reports and written assignments on articles and books introducing subjects such as mass communication and race, class, and gender issues; communication technology; international communication; communication history; media law; and media effects. It will also include a basic orientation to conducting research on a variety of these topics.
JOMC 393	**Master's Thesis (Var.).**
JOMC 394	**Doctoral Dissertation (Var.).**
JOMC 400	**General Registration (0).**

SECOND SESSION

JOMC 56	**Feature Writing (3).** Instruction and practice in writing feature articles for newspapers and magazines.
JOMC 57	**News Editing (3).** Prerequisite, JOMC 53. (See description in First Session.)
JOMC 85	**The World of Graphic Design (3).** (See description in First Session.)
JOMC 97	**Individual Study (3).** Permission of instructor required. (See description in First Session.)
JOMC 146	**International Communication and Comparative Journalism (3).** Development of international communication; the flow of news and international propaganda; the role of communication in international relations; communication in developing nations; comparison of press systems.
JOMC 164	**Introduction to Mass Communication Law and Ethics (3).** (See description in First Session.)
JOMC 171	**Advertising Copy and Communication (3).** Prerequisites, JOMC 53, 170, or equivalent. Application of findings from social science research; social responsibility of the copywriter and advertiser; preparation of advertisements for mass media; research in copy testing.
JOMC 174	**Sports Marketing and Advertising (3).** Examines the range of promotional techniques being used in the modern sports industry. Topics include sponsorships, advertising, merchandising and the effects of commercialization.

JOMC 264	**Mass Communication Law and Ethics (3).** Intensive study of press freedom and the First Amendment, including libel, privacy, access to information, free press-fair trial, advertising and broadcast regulation, journalistic privilege, prior restraints.
JOMC 345	**Reading and Research (3).** (See description in First Session.)
JOMC 393	**Master's Thesis (Var.).**
JOMC 394	**Doctoral Dissertation (Var.).**
JOMC 400	**General Registration (0).**

SPECIAL SESSION

See HIGHLIGHTS for registration instructions for Special Session courses.

JOMC 102	**Journalism Education in High School (3).** July 10-20.

LATIN — See Classics.

LATIN AMERICAN STUDIES — 966-1484

SPECIAL SESSION

See HIGHLIGHTS for registration instructions for Special Session courses.

LTAM 160	**Intensive Yucatec Maya (6).** June 5-July 15.

LAW — 962-1249

Six School of Law courses will be offered. Trial advocacy will meet intensively from May 11-21 and periodically for the next three weeks. Five courses begin May 18. Three courses will run 5 1/2 weeks; one for 7 1/2 weeks; criminal clinic will run through July 28. Please write for further information. Address inquiries to: Registrar, The School of Law, CB# 3380, Van Hecke-Wettach Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3380.

LEISURE STUDIES AND RECREATION ADMINISTRATION — 962-1222

FIRST SESSION

LSRA 10	**Introduction to Leisure Services (3).** An introduction to the field of leisure services and its various elements, developed from a historical perspective. Survey of the park and recreation movement, the leisure service delivery system, and the theoretical and conceptual basis of that system.
LSRA 96	**Independent Study in LSRA (Var.).**
LSRA 101 🌅	**Women, Work, and Leisure (WMST 101) (3).** Implications of the relationship between women and leisure from a lifestyle perspective, and an analysis of the changing role of women and changing leisure concepts from a feminist perspective. **Late afternoon section only.**
LSRA 180	**Supervised Field Training (3).** Permission of instructor, prerequisites required.
LSRA 199	**Selected Issues Seminar (Var.).**
LSRA 280	**Internship (3).** Permission of instructor, prerequisites required.
LSRA 290	**Independent Field Study (3).**
LSRA 393	**Master's Thesis (Var.).**
LSRA 400	**General Registration (0).**

SECOND SESSION

LSRA 10	**Introduction to Leisure Services (3).** (See description in First Session.)
LSRA 96	**Independent Study in LSRA (Var.).**
LSRA 181	**Supervised Field Training (3).** Permission of instructor, prerequisites required.
LSRA 199	**Selected Issues Seminar (Var.).**
LSRA 281	**Internship (2-3).** Permission of instructor, prerequisites required.
LSRA 290	**Independent Field Study (3).**
LSRA 393	**Master's Thesis (Var.).**
LSRA 400	**General Registration (0).**

Need a transcript of your academic record? Contact the Registrar, 105 Hanes Hall ($5 fee).

LINGUISTICS 962-1192

FIRST SESSION

LING 30	**Introduction to Language (3).** A survey of the many aspects of human language, including the history of language, similarities and differences among languages, language and culture, dialects, writing systems, child language acquisition, animal "languages," and the use of computers in analyzing languages.
LING 393	**Master's Thesis (Var.).**
LING 394	**Doctoral Dissertation (Var.).**
LING 400	**General Registration (0).**

SECOND SESSION

LING 30	**Introduction to Language (3).** (See description in First Session.)
LING 115	**Topics in Linguistics (3).**
LING 393	**Master's Thesis (Var.).**
LING 394	**Doctoral Dissertation (Var.).**
LING 400	**General Registration (0).**

After class head over to the Pit to relax with friends

MARINE SCIENCES 726-6841

The Curriculum in Marine Sciences and the Departments of Biology and Environmental Sciences will offer courses at the Institute of Marine Sciences in Morehead City, North Carolina. Partial financial aid can be provided for some applicants. Special Session courses are coordinated with offerings at Duke University Marine Laboratory to allow students access to both institutions.

For further information and application forms contact: Chairman, Summer School Program, The University of North Carolina at Chapel Hill, Institute of Marine Sciences, 3431 Arendell Street, Morehead City, NC 28557. Telephone (919) 726-6841.

FIRST SESSION

MASC 393	**Master's Thesis (Var.).**
MASC 394	**Doctoral Dissertation (Var.).**
MASC 400	**General Registration (0).**

SECOND SESSION

MASC 393	**Master's Thesis (Var.).**
MASC 394	**Doctoral Dissertation (Var.).**
MASC 400	**General Registration (0).**

SPECIAL SESSION

See HIGHLIGHTS for registration instructions for Special Session courses.

MASC 138	**Environmental Processes of the Coastal Zone: Coastal Processes Linked to Management (3).** May 15-26.
MASC 141	**Special Problems in Marine Biology (BIOL 141) (3-6).** May 15-June 16.
MASC 300	**Research in Marine Sciences (2 or more).** May 15-June 16.
MASC 138	**Environmental Processes of the Coastal Zone: Barrier Island Ecology (6).** June 19-July 21.
MASC 141	**Special Problems in Marine Biology (BIOL 141) (3-6).** June 19-July 21.
MASC 300	**Research in Marine Sciences (2 or more).** June 19-July 21.

MATHEMATICS 962-1294

FIRST SESSION

MATH 10 ☾	**Algebra (3).** Prerequisite, placement by achievement test. This course provides one semester review of the basics of algebra. Basic algebraic expressions, functions, exponents, and logarithms are included with an emphasis on problem solving. The course should not be taken by those with a suitable score on the achievement test. **Night section only.**
MATH 17	**Finite Mathematics (3).** Prerequisite, Math 10. This course provides an introduction in as nontechnical a setting as possible of the basic concepts of finite mathematics. Basic counting problems.
MATH 18	**Selected Topics in Mathematics (3).** Prerequisite, MATH 10. This course provides an introduction to selected topics in mathematics in as nontechnical a setting as possible. Topics covered will vary each semester depending on the individual instructor's selection. The course is intended for the nonscience major.
MATH 22	**Calculus for Business and Social Sciences (3).** Prerequisite, MATH 10. An introductory survey of differential and integral calculus with emphasis on techniques and applications for business and social sciences. This is a terminal course and is not adequate preparation for MATH 32. A student cannot receive credit for this course after receiving credit for MATH 31.
MATH 30	**Trigonometry and Analytic Geometry (3).** Prerequisite, MATH 10. A student may not receive credit for this course after receiving credit for MATH 31. This course covers the basic concepts of trigonometry and analytic geometry. Covered are the trigonometric functions and their graphs, relationships, and applications. Basic analytic geometry topics include the conics, translations, and rotations. Basic ideas of vector geometry are introduced.
MATH 31 ☾	**Calculus of Functions of One Variable I (3).** Prerequisite, a grade of C- or better in MATH 30 or placement by the department. Limits, derivatives, and integrals of functions of one variable. **Day and night sections available.**
MATH 32	**Calculus of Functions of One Variable II (3).** Prerequisite, a grade of C- or better in MATH 31 or placement by the department. Calculus of the elementary transcendental functions, techniques of integration, indeterminate forms, Taylor's formula, infinite series.
MATH 33	**Calculus of Functions of Several Variables (3).** Prerequisite, MATH 32. Vector algebra, solid analytic geometry, partial derivatives, multiple integrals.
MATH 81	**Discrete Mathematics (3).** Prerequisite, MATH 32. Topics from the foundations of mathematics; logic, set theory, relations and functions, induction, permutations and combinations, recurrence.
MATH 83	**Linear Algebra and Differential Equations (3).** Prerequisite, MATH 33. Systems of linear equations; vectors and matrices; basis and independence. Introductory differential equations; systems of linear differential equations.
MATH 121	**Advanced Calculus I (3).** Prerequisite, MATH 33 and MATH 81. The real numbers; continuity and differentiability of functions of one variable, infinite series, integration.
MATH 134	**Elements of Modern Algebra (3).** Prerequisite, Math 81. Binary operations, groups, subgroups, cosets, quotient groups, rings, polynomials.
MATH 147	**Matrix Theory (3).** Prerequisite, MATH 83 or equivalent. MATH 116 covers elementary aspects of linear systems and matrices and may not be taken for credit after credit has been granted for MATH 147. Algebra of matrices with applications; determinants; solutions of linear systems by Gaussian elimination; Gram-Schmidt procedure; eigenvalues; linear programming.
MATH 393	**Master's Thesis (Var.).**
MATH 394	**Doctoral Dissertation (Var.).**
MATH 400	**General Registration (0).**

SECOND SESSION

MATH 10	**Algebra (3).** Prerequisite, placement by achievement test. (See description in First Session.)
MATH 18	**Selected Topics in Mathematics (3).** Prerequisite, MATH 10. (See description in First Session.)
MATH 22	**Calculus for Business and Social Sciences (3).** Prerequisite, MATH 10. (See description in First Session.)
MATH 30 ☾	**Trigonometry and Analytic Geometry (3).** Prerequisite, MATH 10. (See description in First Session.) **Day and night sections available.**
MATH 31	**Calculus of Functions of One Variable I (3).** Prerequisite, a grade of C- or better in MATH 30 or placement by the department. (See description in First Session.)

🌅 = late afternoon class; ☾ = night class

MATH 32	**Calculus of Functions of One Variable II (3).** Prerequisite, a grade of C- or better in MATH 30 or placement by the department. (See description in First Session.)
MATH 83	**Linear Algebra and Differential Equation (3).** Prerequisite, Math 33. (See description in First Session.)
MATH 122	**Advanced Calculus II (3).** Prerequisites, MATH 83 and MATH 121. Functions of several variables; the derivative as a linear transformation; inverse and implicit function theorems; multiple integration.
MATH 131	**Euclidean and Non-Euclidean Geometrics (3).** Prerequisite, Math 81. Critical study of basic notions and models of Euclidean and non-Euclidean geometries, order, congruence and distance.
MATH 133	**Elementary Theory of Numbers (3).** Prerequisite, MATH 81. Divisibility, Euclidean algorithm, congruences, residue classes, Euler's function, primitive roots, Chinese remainder theorem, quadratic residues, number theoretic functions, Farey and continued fractions. Gaussian integers.
MATH 393	**Master's Thesis (Var.).**
MATH 394	**Doctoral Dissertation (Var.).**
MATH 400	**General Registration (0).**

SPECIAL SESSION

See HIGHLIGHTS for registration instructions for Special Session courses.

MATH 115	**History of Mathematics (3).** Prerequisite, Math 32 and 81. June 27-July 17.

MEDICINE 966-4017

Please write for a separate catalog for course descriptions: Linda Fisher, Office of Academic Affairs, School of Medicine, CB# 7000, MacNider Building, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7000.

MUSIC 962-1039

FIRST SESSION

MUSC 20	**Fundamentals of Music for Classroom Teachers (3).** Not for music majors. Rudimentary theory and ear training, melody harmonization, keyboard and other instrumental facility, ensemble arranging. Incorporates latest trends of public school music in the curriculum.
MUSC 21	**Fundamentals of Music I (3).** Notational and theoretical materials of music, with singing and keyboard skills developed. Intended for the nonmajor who wishes to learn to express musical ideas in clear, correct notational form.
MUSC 45	**Introduction to Jazz (3).** An introduction to musical materials and the development of discriminating listening habits in conjunction with the study of the origins and the major stylistic developments of jazz, as well as its historical and cultural context.
MUSC 88	**The Orchestra and Its Music (3).** Nonmajors only. Study of the symphony orchestra, its instruments, its historical development from the mid-eighteenth century to the present, and the music it plays, including selected works of a variety of styles.
MUSC 393	**Master's Thesis (Var.).**
MUSC 394	**Doctoral Dissertation (Var.).**
MUSC 400	**General Registration (0).**

MUSICAL ENSEMBLES

MUSC 7P ☀	**Summer School Band (0-1).** One semester hour may be earned by special permission. **Late afternoon section only, Monday and Wednesday.**
MUSC 8B /208B ☽	**Summer School Chorus (0-1).** By audition. One semester hour may be earned by special permission. **Night section only, Monday and Wednesday.**

Point-to-Point Campus Shuttle,
call 962-P-to-P (962-7867).

SECOND SESSION

MUSC 21	**Fundamentals of Music I (3).** (See description in First Session.)
MUSC 42	**Masterpieces of Music (3).** Not for music majors. One major work of Western art music will be heard and discussed each week. Music vocabulary and background will be developed appropriate to comprehending each work.
MUSC 87	**Music in the Theatre (3).** An introduction to music in its relationship to drama, especially the development of opera and related genres. Study of selected works from different periods and styles.
MUSC 393	**Master's Thesis (Var.).**
MUSC 394	**Doctoral Dissertation (Var.).**
MUSC 400	**General Registration (0).**

APPLIED MUSIC COURSES

Individual Instruction

Courses in Applied Music are open to students in any department of the University. They offer training in skills, as well as study of music literature. The amount of credit awarded depends upon the student's curriculum, in keeping with different requirements, emphases, and standards. Details of requirements and standards for each level of study in each degree plan may be requested from the department.

The credit for two forty-five-minute lessons per week for a summer session is as follows:

0.5 for nonmusic majors, music majors in an area that is not the student's main performance medium, and for A.B. music majors.
1.0 for B.M.Ed. majors and for in-service teachers meeting requirements for certificate renewal
1.5 for M.M. candidates and for B.M. performance majors.

Individual instruction courses, offered according to demand and faculty availability in the summer, are designated below. Students are advised to make arrangements for individual instruction well in advance of registration.

1A Piano
1B Organ
2 Voice
3 String Instrument
4 Woodwind Instrument
5 Brass Instrument
6 Percussion

Applied Music Fees

Fees for individual instruction are $140 a session for (7.5 hours) two forty-five-minute lessons a week, $75 for (3.75 hours) one forty-five minute lesson a week. Rates for use of practice pianos, organs, and practice rooms in Hill Hall will be quoted upon request.

Registration for Applied Music is held in Hill Hall on May 17-19 for First Session and on June 24, 25, and 28 for Second Session.

NURSING 966-4260

Please write for a separate catalog for course descriptions. Address inquiries to: School of Nursing, CB# 7460, Carrington Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7460.

PEACE, WAR, AND DEFENSE 962-3093

FIRST SESSION

PWAD 78 ☽	**Peace and War (HIST 89) (3).** The emphasis will be historical, with conceptual tools from other disciplines used when appropriate. Theoretical explanations, militarism, the international system, internal order, and the search for peace will be among the topics. **Night section only.**
PWAD 148	**Civil War and Reconstruction, 1848-1900 (Hist 148) (3).** Focuses on the causes, nature, and consequences of the Civil War.

SECOND SESSION

PWAD 86	**International Relations and World Politics (POLI 86) (3).** The analysis of politics among nations.
PWAD 87	**Latin America and the United States in World Politics(POLI 87) (3).** A survey of the events, institutions, and issues that have dominated relations between Latin America and the United States.
PWAD 143	**Conflict and Bargaining (SOCI 143) (3).** Conflict and conflict-resolution behavior. Applications to labor-management relations, family, sports, community politics, international relations.
PWAD 144	**American Foreign Policy: Formulation and Conduct (POLI 144) (3).** Prerequisite, POLI 86 or permission of the instructor. The role of Congress, the press, public opinion, the President, the Secretary and the Department of State, the military, and the intelligence community in making American foreign policy. Emphasis is on the impact of the bureaucratic process on the content of foreign policy.

🌅 = late afternoon class; ☽ = night class

PHARMACY 962-0097

Please write for a separate catalog for course descriptions. Address inquiries to: School of Pharmacy, CB# 7360, Beard Hall, The University of North Carolina at Chapel Hill, NC 27599-7360.

PHILOSOPHY 962-7291

FIRST SESSION

PHIL 20	**Introduction to Philosophy: Main Problems (3).** An introduction to the study of philosophy through the examination of major philosophical problems.
PHIL 21	**Introductory Symbolic Logic (3).** Introduction to the formal theory of deductive reasoning.
PHIL 22	**Introduction to Ethics (3).** An introduction to the study of moral issues and philosophical questions concerning morality.
PHIL 32	**Philosophy of Religion (RELI 32) (3).** A philosophical inquiry into the problems of religious experience and belief, as expressed in philosophic, religious, and literary documents from traditional and contemporary sources.
PHIL 33	**Philosophical Problems About Art (3).** A discussion of philosophical problems concerning art and art appreciation.
PHIL 34	**Bioethics (3).** The ethical basis of moral and legal problems generated or made acute by advances in biology and medicine.
PHIL 46	**Philosophical Issues in Feminism (WMST 46) (3).** Moral issues of equal rights and justice; sex role stereotypes; equal opportunity and reverse discrimination; abortion; philosophers' theories of feminism.
PHIL 56	**Ancient Philosophy (3).** A philosophical examination of the writing of the pre-Socratics, Plato, Aristotle, Epicureanism, Stoicism, Neoplatonism, and Greek Skepticism.
PHIL 58	**Modern Philosophy: Descartes to Hume (3).** Topics from major rationalist and empiricist philosophers such as Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume.
PHIL 311	**Readings in Philosophy (3).**
PHIL 393	**Master's Thesis (Var.).**
PHIL 394	**Doctoral Dissertation (Var.).**
PHIL 400	**General Registration (0).**

SECOND SESSION

PHIL 20	**Introduction to Philosophy: Main Problems (3).** (See description in First Session.)
PHIL 21	**Introductory Symbolic Logic (3).** (See description in First Session.)
PHIL 22	**Introduction to Ethics (3).** (See description in First Session.)
PHIL 34	**Bioethics (3).** (See description in First Session.)
PHIL 37	**Social Ethics and Political Thought (3).** Individual rights, social responsibility, legal authority, civil authority, civil disobedience, war and peace.
PHIL 41	**Morality and Law (3).** An examination of morality and law, their natures, interrelationship, and selected problems.
PHIL 46	**Philosophical Issues in Feminism (WMST 46) (3).** (See description in First Session.)
PHIL 60	**History of Philosophy from Kant to the Present (3).** An introductory survey of the major figures and movements in nineteenth and early twentieth-century philosophy.
PHIL 311	**Readings in Philosophy (3).**
PHIL 393	**Master's Thesis (Var.).**
PHIL 394	**Doctoral Dissertation (Var.).**
PHIL 400	**General Registration (0).**

PHYSICAL EDUCATION, EXERCISE, AND SPORT SCIENCE 962-0017

FIRST SESSION

ACTIVITY COURSES, COEDUCATIONAL (1 CREDIT)

PHYA 11	**Aerobic Dance (1).**
PHYA 13	**Golf (1).**
PHYA 17	**Beginning Jazz Dance (1).**
PHYA 19	**Beginning Modern Dance (1).**
PHYA 20	**Racquetball (1).**
PHYA 27	**Beginning Swimming (1).**
PHYA 29	**Tennis (1).**
PHYA 33	**Weight Training (1).**

THEORY COURSES

PHYE 41	**Personal Health (3).** Elective, open to all students. This course deals with basic concepts in the areas of physical fitness, disease control, mental health, drug abuse, and human sexuality. Emphasis is on the individual's responsibility for his/her own health.

PHYE 74	**Health and Physical Education in the Elementary School** (3). Required of elementary education majors. Does not count toward physical education major. This course deals with methods and materials of health and physical education in school levels kindergarten through sixth grade.
PHYE 75	**Anatomy** (3). Designed to teach the fundamentals of anatomy as they apply functionally to the area of health and physical education.
PHYE 76	**Physiology** (3). Prerequisite, PHYE 75 or the equivalent of BIOL 11, 41. A lecture course in elementary physiology, covering the various systems of the body.
PHYE 77	**History and Principles of Physical Education** (3). Open to all students as an elective course. A study of the relationship and contribution of physical education to general education, historical background, basic biological, physiological, and sociological backgrounds of the modern program.
PHYE 80	**Motor Skill Learning** (3). A study of theories and techniques pertinent to the acquisition of motor skills.
PHYE 81	**Sport Psychology/Sociology** (3). An overview of psychological and sociological parameters of sport.
PHYE 88	**Emergency Care of Injuries and Illness** (3). Theory and practice of basic first aid, cardiopulmonary resuscitation, and the acute care of athletic injuries.
PHYE 99	**Current Issues in P.E.: The Olympics: Past, Present, and Future** (3). An overview of the social and economic forces shaping the Olympic Games.
PHYE 393	**Master's Thesis (Var.).**
PHYE 400	**General Registration (0).**

SECOND SESSION

ACTIVITY COURSES, COEDUCATIONAL (1 CREDIT)

PHYA 11	**Aerobic Dance (1).**
PHYA 13	**Golf (1).**
PHYA 20	**Racquetball (1).**
PHYA 27	**Beginning Swimming (1).**
PHYA 29	**Tennis (1).**
PHYA 33	**Weight Training (1).**

THEORY COURSES

PHYE 41	**Personal Health (3).** (See description in First Session.)
PHYE 59	**Fitness Management (3).** The assessment and promotion of physical fitness including concepts and techniques of fitness testing, principles of weight training, aerobic dance, nutrition, and stress management as applied in health/fitness settings.
PHYE 76	**Physiology (3).** (See description in First Session.)
PHYE 77	**History and Principles of Physical Education (3).** (See description in First Session.)
PHYE 81	**Sport Psychology/Sociology (3).** (See description in First Session.)
PHYE 88	**Emergency Care of Injuries and Illness (3).** (See description in First Session.)
PHYE 99	**Current Issues in P.E.: Nutrition and Weight Control (3).** Special topics course open to all students interested in new concepts of fitness enhancement. No previous background required.
PHYE 393	**Master's Thesis (Var.).**
PHYE 400	**General Registration (0).**

PHYSICS AND ASTRONOMY 962-2078

FIRST SESSION

PHYS 20	**Basic Concepts of Physics** (4). No prerequisite. Not to be taken for credit after Physics 24-25, or 26-27. Basic principles of physics with introduction to quantum physics, atoms, nuclei, and relativity. **Two laboratory hours three times per week.**
PHYS 24	**General Physics I** (4). Prerequisites, MATH 30 or equivalent. PHYS 24 and 26 may not both be taken for credit. Laws of motion; conservation of momentum and energy; oscillatory and wave motion; and thermodynamics. **Two laboratory hours three times per week.**
PHYS 26	**Mechanics** (4). Prerequisite, MATH 31 or permission of instructor. PHYS 26 and 24 may not both be taken for credit. Mechanics of particles and rigid bodies; Newton's Laws, conservation principles; oscillatory and wave motion; sound. **Five lectures, one recitation, and two laboratories per week.**
ASTR 31	**Descriptive Astronomy** (3). No prerequisites. A study of the celestial sphere, time, earth, moon, artificial satellites, eclipses, sun, solar system, stars, the Milky Way, extragalactic systems, and cosmogony.

ASTR 31L	**Descriptive Astronomy Laboratory (1).** Corequisite, ASTR 31. Laboratory exercises, demonstration exercises, and elementary calculations to illustrate methods used in astronomy. Some constellation study with occasional evening observations. **One night observation class per week and two laboratory hours three times per week.**
PHYS 393	**Master's Thesis (Var.).**
PHYS 394	**Doctoral Dissertation (Var.).**
PHYS 400	**General Registration (0).**

SECOND SESSION

PHYS 25	**General Physics II (4).** Prerequisites, PHYS 24 or permission. PHYS 25 and 27 may not both be taken for credit. Electricity and magnetism; optics; and topics in modern physics. **Five lectures and three laboratories per week.**
PHYS 27	**Electromagnetism and Optics (4).** Prerequisite, PHYS 26. PHYS 27 and 25 may not both be taken for credit. Electricity and magnetism; electromagnetic oscillations and waves; light diffraction and interference. **Five lectures, one recitation, and two laboratories per week.**
PHYS 393	**Master's Thesis (Var.).**
PHYS 394	**Doctoral Dissertation (Var.).**
PHYS 400	**General Registration (0).**

POLITICAL SCIENCE 962-3041

FIRST SESSION

POLI 41 ☾	**Introduction to Government in the United States (3).** An introductory course designed to explain the basic processes and issues of the American political system. **Day and night sections available.**
POLI 53 ☀	**Politics in England (3).** An introduction to contemporary English politics emphasizing the political battle between Socialist and Conservative ideologies. **Late afternoon section only.**
POLI 56	**Contemporary Latin American Politics (3).** An introduction to contemporary political conditions in Latin america including consideration of leading theoretical explanations. Country emphasis varies with instructor.
POLI 61	**Major Issues in Political Theory (3).** An examination of major issues in political thought, including: equality; obedience; violence and nonviolence; justice; forms of social, economic, and political life; liberty; and human nature and politics.
POLI 64	**Introduction to Political Thought–Modern (3).** Survey course designed to introduce students to major political thinkers and schools of thought dating roughly from the sixteenth century to the twentieth century.
POLI 66	**Political Psychology: An Introduction (3).** Findings of the behavioral sciences are examined on: human nature, community, political socialization, alienation, mass movements, belief systems, and personality in politics.
POLI 67	**Feminism and Political Theory (WMST 67) (3).** Introduction to feminist theory and its implications for the study and practice of political theory. Topics: Women in feminist critiques of the Western political tradition, schools of feminist political theory.
POLI 71	**Introduction to Public Policy Analysis (PUPA 71) (3).** Introduction to the elements of policy analysis by citizens, including definition of problems, criteria, alternatives, models, decision procedures, and political feasibility: illustrated by case studies.

Coffee break? . . . refreshments at the Pit

POLI 72 🌅	**Women and Politics (WMST 72) (3).** A comparison of men and women as political actors at the mass and elite levels in America. Topics considered include: the "gender gap," the women's movement, abortion, and the ERA. **Late afternoon section only.**
POLI 81	**International Politics of Third World Development (3).** North-South economic relations. The role of international forces in economic and political underdevelopment in the Third World.
POLI 86	**International Relations and World Politics (PWAD 86) (3).** The analysis of politics among nations.
POLI 99	**Independent Study in Political Science (3).** Permission of the director of Undergraduate Studies or instructor.
POLI 123 🌅	**Government and Politics in Japan (3).** Examines the Japanese political process in the period since World War II with emphasis on popular culture and behavior, and on governmental policy making in both domestic and foreign affairs. Previous course work on East Asia recommended but not required. **Late afternoon section only.** (See HIGHLIGHTS section.)
POLI 171	**Race, Poverty, and Politics (HUSA 171) (3).** Definitions of poverty and their policy implications; the composition and causation of poverty; an examination of public policies directed at the alleviation, reduction, and elimination of poverty.
POLI 341	**Directed Readings in Political Science (3).**
POLI 342	**Special Topics in Political Science (1-3).** Seminar in selected areas of political science. Topics will vary from year to year. May be repeated for credit.
POLI 393	**Master's Thesis (Var.).**
POLI 394	**Doctoral Dissertation (Var.).**
POLI 395	**Research in Public Administration (3).**
POLI 400	**General Registration (0).**

SECOND SESSION

POLI 41	**Introduction to Government in the United States (3).** (See description in First Session.)
POLI 52 🌅	**Introduction to Politics in Western Europe (3).** A treatment of the political institutions and processes of Western European democracies with special attention to France, Germany, England, and Italy. **Late afternoon section only.**
POLI 55	**Politics of the Soviet Union and Its Successor States (3).** Factors and forces that explain the rise and demise of the Soviet political system and consideration of emerging new political configurations in the area.
POLI 61	**Major Issues in Political Theory (3).** (See description in First Session.)
POLI 62	**Introduction to Political Thought—American Political Theory (3).** A survey course in American political ideas from the seventeenth century to the present, with emphasis on the role of politics, society, and economy in American thought.
POLI 67	**Feminism and Political Theory (WMST 67) (3).** (See description in First Session.)
POLI 74	**Political Feasibility in Policy Analysis (PUPA 74) (3).** Assessment of feasibility of chosen policies including possibility of enactment and implementation; determining clearance points, predicting behavior of decision makers, building support, assessing rhetoric.
POLI 87	**Latin America and the United States in World Politics (PWAD 87) (3).** A survey of the events, institutions, and issues that have dominated relations between Latin America and the United States.
POLI 99	**Independent Study in Political Science (3).** Permission of the director of Undergraduate Studies or instructor.
POLI 144	**American Foreign Policy: Formulation and Conduct (PWAD 144) (3).** Prerequisite, POLI 86 or permission of the instructor. The role of Congress, the press, public opinion, the President, the Secretary and the Department of State, the military, and the intelligence community in making American foreign policy. Emphasis is on the impact of the bureaucratic process on the content of foreign policy.
POLI 341	**Directed Readings in Political Science (3).**
POLI 393	**Master's Thesis (Var.).**
POLI 394	**Doctoral Dissertation (Var.).**
POLI 395	**Research in Public Administration (3).**
POLI 400	**General Registration (0).**

🌅 = late afternoon class; ☾ = night class

PORTUGUESE See Romance Languages.

PSYCHOLOGY 962-4155

NOTES: PSYC 10 is a prerequisite for all Psychology courses.

Any student who does not appear for the first two class meetings of courses and/or has not contacted the instructor of said class before the end of the second class meeting will be dropped from the course.

FIRST SESSION

PSYC 10 ☀	**General Psychology (3).** No prerequisite. A survey of major principles of psychology and introduction to scientific modes of thought about behavior. Students participate in ongoing psychological research in the department. **Day and late afternoon sections available.**
PSYC 20	**Cognitive Psychology (3).** Prerequisite, Psychology 10. Topics in attention; memory; visual, auditory, and other forms of information processing; decision making; and thinking.
PSYC 23	**Biopsychology (3).** Prerequisite, PSYC 10. Study of the biological basis of behavior. Emphasis will be placed on human findings and applications.
PSYC 24 ☽	**Child Development (3).** Prerequisite, PSYC 10. Study of the development of social and intellective behavior in normal children and the processes that underlie this development. Emphasis is typically on theory and research. **Day and night sections available.**
PSYC 28	**Personality (3).** Prerequisite, PSYC 10. Basic principles of personality structure, dynamics, development, assessment, and theory are discussed. Consideration is given to both environmental and biological determinants of personality.
PSYC 30	**Statistical Principles in Psychological Research (3).** Prerequisite, PSYC 10. Consideration of the methodological principles underlying psychological research, descriptive and inferential techniques, and the manner by which they may be employed to design psychological experiments and analyze behavioral data. **Additional class two days a week.**
PSYC 33	**Social Psychology (3).** Prerequisite, PSYC 10. Introductory survey of experimental social psychology covering attitudes, interpersonal processes, and small groups.
PSYC 50 ☀	**Laboratory Research in Psychology (4).** Prerequisites, PSYC 10 and 30. Experiments in biological, behavioral, cognitive, developmental personality, and social psychology will be discussed, prepared, performed, and reported. **Day and late afternoon sections available. Five additional class meetings per week.**
PSYC 80	**Behavior Disorders (3).** Prerequisite, PSYC 10. Major forms of behavior disorders in children and adults, with an emphasis on description, causation, and treatment.
PSYC 98	**Independent Research (1-3).** Prerequisites, PSYC 10, two additional courses, permission of the instructor and the department Chair. Supervised research resulting in a written report.
PSYC 100	**Thinking and Cognition (3).** Prerequisite, PSYC 10. Study in diverse topics including intelligence, creativity, problem solving, brain-body relationships, memory, mnemonics, language, ape-language projects, and split-brain phenomena. Several themes recur: the historical background for each topic, the interplay between nature and nurture in cognitive theory, and the role of evolution in the development of higher cognitive processes.
PSYC 106	**Physiological Psychology (NBIO 106) (3).** Prerequisite, PSYC 10 and 23 or permission of instructor. Elements of neurophysiology, neuroanatomy, and neurochemistry as they apply to the understanding of behavior and conscious experience.
PSYC 393	**Master's Thesis (Var.).**
PSYC 394	**Doctoral Dissertation (Var.).**
PSYC 400	**General Registration (0).**

SECOND SESSION

PSYC 10	**General Psychology (3).** No prerequisite. (See description in First Session.)
PSYC 22	**Learning (3).** Prerequisite, PSYC 10. Topics in conditioning, verbal learning, memory, and problem solving.
PSYC 24	**Child Development (3).** Prerequisite, PSYC 10. (See description in First Session.)
PSYC 28 ☽	**Personality (3).** Prerequisite, PSYC 10. (See description in First Session.) **Day and night sections available.**
PSYC 30	**Statistical Principles in Psychological Research (3).** Prerequisite, PSYC 10. (See description in First Session.)
PSYC 33	**Social Psychology (3).** Prerequisite, PSYC 10. (See description in First Session.)
PSYC 50 ☀	**Laboratory Research in Psychology (4).** Prerequisites, PSYC 10 and 30. (See description in First Session.) **Day and late afternoon sections available.**

PSYC 80 ☽	**Behavior Disorders (3).** Prerequisite, PSYC 10. (See description in First Session.) **Day and night sections available.**
PSYC 98	**Independent Research (1-3).** Prerequisites, PSYC 10, two additional courses, permission of the instructor and the department Chair. Supervised research resulting in a written report.
PSYC 140	**Advanced Personality (3).** Personality theories of the major clinical and research-based theorists of the twentieth century will be covered in detail. Examples range from Freud and the ego analysts to the humanistic and behavioral writers.
PSYC 141	**Psychology of Adulthood and Aging (3).** Prerequisites, PSYC 24 and PSYC 80, or graduate standing. A developmental approach to the study of adulthood, from young adulthood through death. Topics include adult issues in personality, family dynamics, work, leisure and retirement, biological and intellectual aspects of aging, dying, and bereavement.
PSYC 393	**Master's Thesis (Var.).**
PSYC 394	**Doctoral Dissertation (Var.).**
PSYC 400	**General Registration (0).**

PUBLIC HEALTH 966-7676

Please see the class schedule section of this publication for Public Health course offerings. The courses are listed by department (BIOS, ENVR, EPID, HBHE, HPAA, MCHH, NUTR, PALP, PHNU, PUBH). For course descriptions, contact the School of Public Health for a separate catalog. Address inquiries to: Dean's Office, School of Public Health, CB# 7400, Rosenau Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7400 (966-7676).

PUBLIC POLICY ANALYSIS 962-1600

FIRST SESSION

PUPA 71	**Introduction to Public Policy Analysis (POLI 71) (3).** Introduction to the elements of policy analysis by citizens, including definition of problems, criteria, alternatives, models, decision procedures, and political feasibility. Illustrated by case studies.
PUPA 98	**Independent Study in Public Policy (Var.).** Supervised study for students interested in public policy analysis. Staff.
PUPA 299	**Independent Study in Public Policy (Ph.D.) (Var.).** Independent study at the doctoral level, with permission of instructor only. Staff.

SECOND SESSION

PUPA 67 ☀	**Ethical Bases of Public Policy Decision Making (PLAN 67) (3).** Critical exploration of ethical and theoretical bases for making public policy decisions. Analysis of normative arguments of contemporary public policy issues. **Late afternoon section only.**
PUPA 74	**Political Feasibility in Policy Analysis (POLI 74) (3).** Assessment of feasibility of chosen policies including possibility of enactment and implementation; determining clearance points, predicting behavior of decision makers, building support, assessing rhetoric.
PUPA 98	**Independent Study in Public Policy (Var.).** Supervised study for students interested in public policy analysis. Staff.
PUPA 299	**Independent Study in Public Policy (Ph.D.) (Var.).** Independent study at the doctoral level, with permission of instructor only. Staff.

Play Summer Intramural-Recreational Sports.
Contact the IM-REC office (962-1153).

☀ = late afternoon class; ☽ = night class

RADIO, TELEVISION, AND MOTION PICTURES See Communication Studies.

RELIGIOUS STUDIES 962-5666

FIRST SESSION

RELI 10	**World Religions (3).** An introduction to the basic beliefs, rituals, and institutions of the major Western and non-Western religions.
RELI 22	**Introduction to New Testament Literature (3).** The purpose of this course is to introduce the beginning student to the social, literary, and religious contexts of the various New Testament writings.
RELI 32	**Philosophy of Religion (PHIL 32) (3).** A philosophical inquiry into the problems of religious experience and belief, as expressed in philosophic, religious, and literary documents from traditional and contemporary sources.
RELI 58	**Jesus in Myth, Tradition, and History 30-200 A.D. (3).** An analysis of the variety of traditions used in the first two centuries to portray Jesus, focusing on the reasons for this variety and the historical and literary problems it presents.
RELI 68	**Literature and Religion in America (3).** A study of religious ideas and cultural forms in America through an examination of a variety of genres including novels, poetry, essays, and sermons.
RELI 163	**Religious Dimensions of Japanese Culture (3).** The role of Shinto and Buddhism in the development of Japanese arts and literature. (See HIGHLIGHTS section.)
RELI 190	**Religion and Society (SOCI 121) (3).** Prerequisite, SOCI 10 or permission of the instructor. Sociological analysis of group beliefs and practices, both traditionally religious and secular, through which fundamental life experiences are given coherence and meaning.
RELI 325	**Reading and Research in Religion (3).**
RELI 393	**Master's Thesis (Var.).**
RELI 394	**Doctoral Dissertation (Var.).**
RELI 400	**General Registration (0).**

SECOND SESSION

RELI 21	**Introduction to Old Testament Literature (3).** A review of the contents and themes of the Old Testament with an emphasis on understanding this literature culturally and historically within its ancient Near Eastern setting.
RELI 29	**History of Religion in America (HIST 92B) (3).** Survey of the beliefs and practices of the major religious groups in America and the ways they have influenced American history.
RELI 31	**Introduction to Religion and Culture (3).** This course gives beginning students a sense of what it means to study religion as an academic subject. Some of the most significant instances of the emergence, development, and transmission of religious traditions are examined in cross-cultural context.
RELI 59	**The Birth of Christianity (3).** An analysis of the origin of the Christian Church and the earliest stages of its expansion with particular emphasis on the problems evident in the shift from a Jewish to a Gentile framework. Paul's role and contribution in defining and resolving the issues will be considered in detail and evaluated in the light of subsequent events.
RELI 325	**Reading and Research in Religion (3).**
RELI 393	**Master's Thesis (Var.).**
RELI 394	**Doctoral Dissertation (Var.).**
RELI 400	**General Registration (0).**

Fireworks–Must be July 4 on campus

ROMANCE LANGUAGES 962-2062

Auditing is not permitted in Romance Languages.

FIRST SESSION

FRENCH

FREN 1	**Elementary French (4).** The sequence 1, 2 introduces the essential elements of French structure and vocabulary and aspects of French culture. Aural comprehension, reading, speaking, and writing are stressed in that order. **One additional afternoon class per week.**
FREN 2	**Elementary French (4).** (See description for FREN 1.) **One additional afternoon class per week.**
FREN 3	**Intermediate French (3).** FREN 3, 4 is a two-semester sequence designed to increase reading and writing skills. An introduction to representative literary works is included. Aural comprehension and speaking skills are also stressed.
FREN 40	**French Theatre in Translation (3).** Representative dramatic masterpieces from the seventeenth to the twentieth century.
FREN 101X	**Elementary French for Graduate Students (3).** Course designed for preparation for reading knowledge examination for higher degree. Passing the examination at the end of 102X will certify that this requirement has been satisfied.
FREN 340	**Special Readings (Var.).**
FREN 393	**Master's Thesis (Var.).**
FREN 394	**Doctoral Dissertation (Var.).**

ITALIAN

ITAL 1	**Elementary Italian (3).** The sequence 1, 2 introduces the essential elements of the Italian language and aspects of Italian culture. Aural comprehension, speaking, reading, and writing are stressed in that order.
ITAL 340	**Special Readings (Var.).**
ITAL 393	**Master's Thesis (Var.).**
ITAL 394	**Doctoral Dissertation (Var.).**

PORTUGUESE

PORT 1	**Elementary Portuguese (3).**
PORT 35	**Modern Brazilian Literature in English Translation (3).** Prose, poetry, and theater of modern Brazilian writers from Machado de Assis to the present.
PORT 340	**Special Readings (Var.).**
PORT 393	**Master's Thesis (Var.).**
PORT 394	**Doctoral Dissertation (Var.).**

SPANISH

SPAN 1	**Elementary Spanish (4).** The sequence 1, 2 introduces the essential elements of Spanish structure and vocabulary and aspects of Spanish culture. Aural comprehension, speaking, reading, and writing are stressed in that order. **One additional afternoon class per week.**
SPAN 2	**Elementary Spanish (4).** (See description for SPAN 1.)
SPAN 3	**Intermediate Spanish (3).** The two-semester sequence Spanish 3, 4 is designed to increase reading and writing skills. An introduction to representative literary works and study of the finer points of Spanish structure are included. Aural comprehension and speaking skills are also stressed.
SPAN 35	**Contemporary Spanish-American Prose Fiction in Translation (3).** Narrative works of Borges, Cortazar, Garcia Marquez, and other contemporary Spanish American writers.
SPAN 46	**Cervantes in English Translation (3).** Study of *Don Quixote* with consideration of the *Exemplary Novels* and the background of Renaissance prose.
SPAN 101X	**Elementary Spanish for Graduate Students (3).** Course designed for preparation for reading knowledge examination for higher degree. Passing the examination at the end of 102X will certify that this requirement has been satisfied.
SPAN 340	**Special Readings (Var.).**
SPAN 393	**Master's Thesis (Var.).**
SPAN 394	**Doctoral Dissertation (Var.).**

SECOND SESSION

FRENCH

FREN 2	**Elementary French (4).** (See description in First Session.) **One extra class per week.**
FREN 3	**Intermediate French (3).** (See description in First Session.)
FREN 102X	**Elementary French for Graduate Students (3).** Continuation of 101X. Course designed for preparation for reading knowledge examination for higher degree. Passing the examination at the end of 102X will certify that this requirement has been satisfied.
FREN 340	**Special Readings (Var.).**
FREN 393	**Master's Thesis (Var.).**
FREN 394	**Doctoral Dissertation (Var.).**

☀ = late afternoon class; ☽ = night class

ITALIAN

ITAL 2	**Elementary Italian (3).** (See description for ITAL 1 in First Session.)
ITAL 41	**Medieval and Renaissance Literature in Translation (3).** Major authors of the Italian Middle Ages and Renaissance with special attention to Dante.
ITAL 340	**Special Readings (Var.).**
ITAL 393	**Master's Thesis (Var.).**
ITAL 394	**Doctoral Dissertation (Var.).**

PORTUGUESE

PORT 2	**Elementary Portuguese (3).**
PORT 340	**Special Readings (Var.).**
PORT 393	**Master's Thesis (Var.).**
PORT 394	**Doctoral Dissertation (Var.).**

SPANISH

SPAN 2	**Elementary Spanish (4).** (See description for SPAN 1 in First Session.)
SPAN 3	**Intermediate Spanish (3).** (See description in First Session.)
SPAN 4	**Intermediate Spanish (3).** (See description for SPAN 3 in First Session.)
SPAN 102X	**Elementary Spanish for Graduate Students (3).** Continuation of 101X. Course designed for preparation for reading knowledge examination for higher degree. Passing the examination at the end of 102X will certify that this requirement has been satisfied.
SPAN 340	**Special Readings (Var.).**
SPAN 393	**Master's Thesis (Var.).**
SPAN 394	**Doctoral Dissertation (Var.).**

SLAVIC LANGUAGES 962-3977

FIRST SESSION

RUSS 1-2	**Elementary Russian (8).** Intensive introductory course designed to lay the foundations of grammar and to convey basic reading and pronunciation skills. Equivalent to a full-year course of elementary Russian. Attendance at recitation sessions is required. **Two lecture periods and a two-hour recitation daily.**

SECOND SESSION

RUSS 3-4	**Intermediate Russian (6).** Intensive course designed to improve knowledge of grammar, reading, and oral skills. Equivalent to a full-year course of intermediate Russian. Attendance at recitation sessions is required. **Two lecture periods and a two-hour recitation daily.**

SOCIAL WORK 962-1225

FIRST SESSION

SOWO 203	**The Nature and Etiology of Institutional Discrimination (3).** Examines the nature and etiology of institutionalized discrimination and its implications for social work while paying particular attention to issues relating to race and gender.
SOWO 220	**Social Work Practicum I (4).** Students learn beginning practice skills through experimental opportunities, apply core knowledge to direct (individuals, families, groups) and indirect (organizations, communities) social work practice in an agency setting two days per week. (Field fee, $250).
SOWO 221	**Social Work Practicum II (4).** A continuation of SOWO 220 providing opportunities for students to demonstrate increased ability to assess, plan, administer, and evaluate appropriate social work practice interventions. (Field fee, $260).
SOWO 222	**Social Work Practicum III (6).** The student applies specialized knowledge to social work practice at an advanced level with individuals, families, small groups, organizations, and/or communities in an agency of their specialized field. (Field fee, $260).
SOWO 223	**Social Work Practicum IV (6).** A continuation of SOWO 222 providing opportunities for students to demonstrate increased ability to assess, plan, administer, and evaluate appropriate social work interventions in a specialized field of practice. (Field fee, $260).
SOWO 224	**Social Work Practice with Organizations and Communities (3).** This course engages students in an exploration and validation of those processes, principles, and technologies involved in helping work groups, organizations, and communities.
SOWO 252	**Alcohol and Substance Abuse Dependency (3).** Examines alcohol and chemical substance dependency and explores therapeutic issues involved in direct and macro practice with individuals and families at all stages of the life cycle. **Night section only.**

SOWO 350 **Seminar in Specialized Practice: Models of Brief Therapy (3).** This course introduces students to a variety of models of brief therapy, including cognitive approaches, problem solving strategies, solution-focused treatment, and the narrative approach. Therapeutic techniques will be presented.

SECOND SESSION

SOWO 221 **Social Work Practicum II (4).** (See description in First Session.)

SOWO 222 **Social Work Practicum III (6).** (See description in First Session.)

SOWO 223 **Social Work Practicum IV (6).** (See description in First Session.)

SOWO 233 **Family Stress: Coping and Social Support (3).** Prerequisite SOWO 103. A review of theories and research on family stress, coping, and social support. An examination of family resources and adaptation associated with life cycle transitions, environmental situations and catastrophic events.

SOWO 276 **African American Women's Health Issues (3).** Explores selected health issues confronting African American women and identifies race, gender, age, and class variables that impact health.

SOWO 382 ☽ **The Use and Interpretation of Clinical Assessment Instruments (3).** Teaches students to select, use, and interpret clinical assessment instruments. Introduces psychometric theory, ratings scales and projective assessment instruments. Child, adult, family, and environmental measurement tools will be presented. **Night section only.**

Studying under the Davie Poplar

☀ = late afternoon class; ☽ = night class

SOCIOLOGY 962-1007

FIRST SESSION

SOCI 10	**American Society (3).** Introduction to institutional sociology with special emphasis on the social organization and culture of the United States. The society as a whole and its different subgroups and institutional spheres are analyzed.
SOCI 11	**Human Societies (3).** Introduction to comparative sociology. The major types of society that have existed or now exist are analyzed, together with major patterns of social change.
SOCI 12	**Social Interaction (3).** The individual in society. An examination of how people conduct their interactions with others in different kinds of social relationships. Emphasis on the social-psychological causes and consequences of such conduct.
SOCI 15	**Regional Sociology of the South (3).** Description and analysis of social aspects of the American South. Emphasis is on recent development and its effects on institutions and culture.
SOCI 20	**Social Problems (3).** A sociological analysis of aspects of contemporary social problems such as race relations, crime, mental illness, poverty, and aging.
SOCI 22	**Black-White Relations in the United States (3).** Examination of domination and subordination in general and in specific institutional areas (e.g., economy, polity). Causes of changes in the levels of inequality and stratification are also studied.
SOCI 23	**Crime and Delinquency (3).** The nature and extent of crimes and delinquency; emphasis upon contemporary theories of causation; examination of correctional programs.
SOCI 30	**Family and Society (3).** Comparative analysis of kinship systems and family relations. Courtship, marriage, and parent-child relations viewed within a life cycle framework.
SOCI 33	**Sociology of Politics (3).** Patterns of participation in political institutions; public policy; conflict within and between communities and other interest groups; the nature of citizenship in modern society; politics and social change.
SOCI 50	**Sociological Theory (3).** Prerequisite, 10, 11, or 12. A study of theoretical perspectives in sociology, their relation to contemporary social issues, and their roots in classical social thought. Required of sociology majors.
SOCI 52	**Data Analysis in Sociological Research (3).** Prerequisite, Sociology 51 or permission of instructor. Methods of data analysis: descriptive and inferential statistics and multivariate analysis to permit causal inference. Attention to problems of validity and reliability, and to index construction. Required of sociology majors.
SOCI 80	**Social Theory and Cultural Diversity (INTS 80, COMM 80) (3).** An exploration of the ways in which cultural diversity has posed issues for and been addressed by different versions of social theory in both international and American contexts.
SOCI 92	**Independent Study and Reading (Var. 1-3).** Permission of instructor and director of Undergraduate Studies. Special reading and research in a selected field under the direction of a member of the department.
SOCI 110	**Formal Organizations and Bureaucracy (3).** Varieties of organizational forms, their structures and processes; creation persistence, transformation, and demise of organizational forms; role of organizations in contemporary society.
SOCI 115 ☀	**Economy and Society (3).** Examination of the structure and operation of institutions where economy and society intersect and interact, such as education, industrial organizations, on-the-job training, labor markets, and professional associations. Emphasis on the contemporary U.S., with selected comparisons with Western Europe and Japan. **Late afternoon section only.**
SOCI 121	**Religion and Society (RELI 190) (3).** Prerequisite, SOCI 10 or permission of the instructor. Sociological analysis of group beliefs and practices, both traditionally religious and secular, through which fundamental life experiences are given coherence and meaning.
SOCI 131	**Aging (3).** The process of aging from birth to death, with a concentration on the later years of life, examined from a broad perspective. Topics include individual change over the life course, the social context of aging, and the aging of American society.
SOCI 301	**Reading and Research (3 each semester).** Permission of instructor.
SOCI 393	**Master's Thesis (Var.).**
SOCI 394	**Doctoral Dissertation (Var.).**
SOCI 400	**General Registration (0).**

SECOND SESSION

SOCI 10	**American Society (3).** (See description in First Session.)
SOCI 11	**Human Societies (3).** (See description in First Session.)
SOCI 12	**Social Interaction (3).** (See description in First Session.)
SOCI 15	**Regional Sociology of the South (3).** (See description in First Session.)
SOCI 20	**Social Problems (3).** (See description in First Session.)
SOCI 22	**Black-White Relations in the United States (3).** (See description in First Session.)
SOCI 23	**Crime and Delinquency (3).** (See description in First Session.)
SOCI 24	**Sex and Gender in Society (WMST 24) (3).** Examination of the social differentiation between men and women. Attention to the extent, causes, and consequences of sexual inequality, and to changes in sex roles and their impact on interpersonal relations.
SOCI 30	**Family and Society (3).** (See description in First Session.)
SOCI 31	**Social Relations in the Workplace (3).** Meaning and content of work in modern industrial society. Preparation for work; autonomy and control; inequality; consequences for health, safety, and family life.
SOCI 50	**Sociological Theory (3).** Prerequisite, SOCI 10, 11, or 12. (See description in First Session.)
SOCI 80	**Social Theory and Cultural Diversity (INTS 80, COMM 80) (3).** (See description in First Session.)
SOCI 92	**Independent Study and Reading (Var. 1-3).** (See description in First Session.)
SOCI 111	**Social Movements and Collective Behavior (3).** Study of nonroutine collective actions such as demonstrations, strikes, riots, social movements and revolutions, with an emphasis on recent and contemporary movements.
SOCI 127	**The Labor Force (3).** Supply and characteristics of labor and of jobs, including industrial and occupation changes, education and mobility of labor, and changing demography of the workforce.
SOCI 143	**Conflict and Bargaining (PWAD 143) (3).** Conflict and conflict-resolution behavior. Applications to labor-management relations, family, sports, community politics, international relations.
SOCI 301	**Reading and Research (3 each semester).** Permission of instructor.
SOCI 393	**Master's Thesis (Var.).**
SOCI 394	**Doctoral Dissertation (Var.).**
SOCI 400	**General Registration (0).**

SPANISH

See Romance Languages.

SPEECH COMMUNICATION

See Communication Studies.

STATISTICS

962-2307

FIRST SESSION

STAT 11	**Basic Concepts of Statistics and Data Analysis (3).** Prerequisite, MATH 10 (or exemption). Elementary introduction to statistical reasoning including sampling, elementary probability, statistical inference, and data analysis. STAT 11 may not be taken for credit by students who have credit for STAT 23, ECON 70, or PSYC 30. Students who have completed MATH 22 or MATH 31 with a grade of C or higher may not take STAT 11, unless their major requires STAT 11, but may take STAT 23.
STAT 23	**Elementary Probability and Statistics for Business (3).** Prerequisite, MATH 22 or 31. An introduction to probability and statistics with a special emphasis on applications in business. Handling of data, probability, distributions, sampling, estimation, hypothesis testing.

SECOND SESSION

STAT 11	**Basic Concepts of Statistics and Data Analysis (3).** (See description in First Session.)
STAT 23	**Elementary Probability and Statistics for Business (3).** Prerequisite, MATH 22 or 31. (See description in First Session.)

Join the Summer Band or Chorus in First Session (See p. 71).

WOMEN'S STUDIES 962-3908

FIRST SESSION

WMST 46	**Philosophical Issues in Feminism (PHIL 46) (3).** Moral issues of equal rights and justice; sex role stereotypes; equal opportunity and reverse discrimination; abortion; philosophers' theories of feminism.
WMST 56	**Gender and Communication (COMM 24) (3).** Examines multiple relationships between communication and gender. Emphasizes how communication creates gender and power roles and how communicative patterns reflect, sustain, and alter social conceptions of gender.
WMST 67	**Feminism and Political Theory (POLI 67) (3).** Introduction to feminist theory and its implications for the study and practice of political theory. Topics: Women in feminist critiques of the Western political tradition, schools of feminist political theory.
WMST 72 ☀	**Women and Politics (POLI 72) (3).** A comparison of men and women as political actors at the mass and elite levels in America. Topics considered include: the "gender gap," the women's movement, abortion, and the ERA. **Late afternoon section only.**
WMST 91	**Women and Economics (ECON 91) (3).** Survey of women's time allocation patterns, labor force participation trends, earnings, occupational selection, and economic history using neoclassical economic analysis. Examinations of contemporary issues such as pay equity, affirmative action.
WMST 101 ☀	**Women, Work, and Leisure (LSRA 101) (3).** Implications of the relationship between women and leisure from a lifestyle perspective, and an analysis of the changing role of women and changing leisure concepts from a feminist perspective. **Late afternoon section only.**
WMST 199	**Independent Readings and Research (3).** Permission of Chair. Intensive reading/research under faculty supervision, resulting in written report. Open to Women's Studies majors and other qualified undergraduate and graduate students.

SECOND SESSION

WMST 24	**Sex and Gender in Society (SOCI 24) (3).** Examination of the social differentiation between men and women. Attention to the extent, causes, and consequences of sexual inequality, and to changes in sex roles and their impact on interpersonal relations.
WMST 46	**Philosophical Issues in Feminism (PHIL 46) (3).** (See description in First Session.)
WMST 56	**Gender and Communication (COMM 24) (3).** (See description in First Session.)
WMST 64	**Women in the Visual Arts I (ART 64) (3).** No prerequisites. An analysis of how an image type was historically constructed within the dominant cultural codes of representation and how women have represented the image type, including some of the following: women as objects of desire, veneration, disdain; the creative woman, the heroic woman, the domestic woman.
WMST 67	**Feminism and Political Theory (POLI 67) (3).** (See description in First Session.)
WMST 199	**Independent Readings and Research (3).** Permission of Chair. (See description in First Session.)

Women were first enrolled at UNC-Chapel Hill in the Summer School of 1877.

Things To Know About Carolina

History of the University

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. The University of North Carolina at Chapel Hill is one of sixteen constituent institutions of the multicampus state university.

The University of North Carolina, chartered by the North Carolina General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of The University of North Carolina was at Chapel Hill.

In 1877 the North Carolina General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically Black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931 the North Carolina General Assembly redefined The University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now The University of North Carolina at Chapel Hill), North Carolina State College of Agriculture and Engineering at Raleigh (now North Carolina State University at Raleigh), and the North Carolina College for Women (Woman's College) at Greensboro (now The University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: The University of North Carolina at Charlotte, The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

In 1971 the General Assembly passed legislation bringing into The University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current sixteen-campus University. (In 1985 the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The thirty-two voting members of the board are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as nonvoting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a nonvoting member.

Each of the sixteen constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex officio. (The North Carolina School of the Arts has two additional ex officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

Point of historical interest on campus tour

University Administrators

The University of North Carolina-Chapel Hill

Paul Hardin, A.B., J.D.
Chancellor

Susan H. Ehringhaus, J.D.
Assistant to the Chancellor and
Senior University Counsel

Douglass Hunt, A.B., LL.B.
Adviser to the Chancellor for Governmental Affairs

Robert J. Cannon, B.A., M.A., Ph.D.
Affirmative Action Officer

John D. Swofford, A.B., M.Ed.
Director of Athletics

Richard L. McCormick, B.A., Ph.D.
Vice Chancellor for Academic Affairs, Provost, and
Executive Vice Chancellor

Wayne R. Jones, B.S.
Vice Chancellor for Business and Finance

Arch T. Allen, LL.B., J.D.
Vice Chancellor for Development and
University Relations

Thomas J. Meyer, B.S., Ph.D.
Vice Chancellor for Graduate Studies and Research

H. Garland Hershey Jr., D.D.S., M.S.
Vice Chancellor for Health Affairs and Vice Provost

Edith M. Wiggins, B.A., M.S.W.
Interim Vice Chancellor and Dean for Student Affairs

Harold G. Wallace, B.S., M.Div.
Vice Chancellor for University Affairs

Summer School Administrative Board

Summer School
James L. Murphy, Ph.D., *Dean*

Professional Schools
David S. Rubin, *Ph.D.* (1996)
Richard L. Edwards, Ph.D., *Dean* (1997)

College of Arts and Sciences
Stephen Birdsall, Ph.D., *Dean*

Divisions
Fine Arts–Milly S. Barranger, Ph.D. (1996)
Social Sciences–Bernadette Gray-Little, Ph.D. (1997)
Natural Sciences–Alan E. Stiven, Ph.D. (1997)
Humanities–Stirling Haig, Ph.D. (1995)

Ex officio
Marilyn Yarbrough, *Associate Provost*
Thomas McKeon, *Director, Division of Continuing Education*

The University of North Carolina Sixteen Constituent Institutions

C. D. Spangler Jr.
B.S., M.B.A., D.H.L., LL.D., President

William F. Little, B.S., M.A., Ph.D.
Senior Vice President and
Vice President for Academic Affairs

Roy Carroll, B.A., M.A., Ph.D.
Vice President for Planning

Nathan F. Simms Jr., B.S., M.S., Ph.D.
Vice President for Student Services and
Special Programs

William McCoy, B.S. M.S.
Interim Vice President for Finance

Jasper D. Memory, B.S., Ph.D.
Vice President for Research

Wyndham Robertson, A.B.
Vice President for Communications

David G. Martin Jr., B.A., LL.B.
Vice President for Public Affairs

Rosalind Fuse-Hall, B.S., J.D.
Secretary of the University

Richard H. Robinson Jr., A.B., LL.B.
Assistant to the President for Legal Affairs

School/College/Department Locations

Schools/Colleges

Arts and Sciences	314 Steele Building
Business	109 Carroll Hall
Continuing Studies	100 Friday Center
Dental Hygiene and DHED	367 Old Dental Building
Dentistry	105 Brauer Hall
Education	103 Peabody Hall
General College	213B Steele Building
Graduate School	200 Bynum Hall
Information and Library Science	100 Manning Hall
Journalism and Mass Communication	100 Howell Hall
Law	109 Van Hecke-Wettach
Medical Allied Health Prof.	234 Medical School Wing E
Medicine	126 MacNider Hall
Nursing	301 Carrington Hall
Pharmacy	117A Beard Hall
Public Health	165 Rosenau Hall
Social Work	223 E. Franklin St.
Summer School	200 Pettigrew

Departments

Administration of Justice (ADJU)	322 Hamilton Hall
Aerospace Studies (AERO)	204 Chase Hall
Afro-American/African Studies (AFAM/AFRI)	401 Alumni Building
American Studies (AMST)	227 Greenlaw Building
Anthropology (ANTH)	301A Alumni Building
Art (ART)	101 Hanes Art Center
Asian Studies (CHIN/ASIA/JAPN)	04 Hanes Hall
Astronomy and Physics (ASTR/PHYS)	278 Phillips Hall
Biology (BIOL)	212 Coker Hall
Business (BUSI)	109 Carroll Hall
Chemistry (CHEM)	203 Venable
Classics (CLAR/CLAS/GREK/LATN)	212 Murphey Hall
Communication Studies (COMM/RTVM/SPCH)	113 Bingham Hall
Comparative Literature (CMPL)	341 Dey Hall
Computer Science (COMP)	112 Sitterson Hall
Dental Hygiene Educ (DHED)	367 Old Dental Bldg.
Dental Hygiene (DHYG)	367 Old Dental Bldg.
Dramatic Art (DRAM)	104 Graham Memorial
Ecology (ECOL)	229 Wilson Hall
Economics (ECON)	107 Gardner Hall
Education (EDCI/EDFO/EDSP/EDUC)	103 Peabody Hall
English (CELT/ENGL)	210 Greenlaw Building
Folklore (FOLK)	221 Greenlaw Building
Freshman Seminars	300 Steele Building
Geography (GEOG)	203 Saunders Hall
Geology (GEOL)	113 Mitchell
German (DTCH/GERM/NORW)	438 Dey Hall
History (HIST)	556 Hamilton Hall
Honors (HNRS)	300 Steele Building
Industrial Relations (INDR)	207 Steele Building
Information and Library Science (INLS)	100 Manning Hall
International Student Program (ISP)	207 Caldwell Hall
International Studies (INTS/YAP)	314 Caldwell Hall
Journalism and Mass Communication (JOMC)	100 Howell Hall
Latin American Studies (LTAM)	315 Hamilton Hall
Leisure Studies and Recreation Administration (LSRA)	1st Fl Evergreen House
Linguistics (LING/SANS)	318 Dey Hall
Marine Sciences (MASC)	12-7 Venable Hall
Mathematics (MATH)	331 Phillips Hall
Medical Allied Health Professions (CLSC/MAHP/OCCT/PHYT/RADI/RHAB/SPHS)	234 Medical School Wing E
Music (MUSC)	104 Hill Hall
National Student Program (NSP)	207 Caldwell Hall
Naval Science (NAVS)	100 Naval Armory
Nursing (NURS)	301 Carrington Hall
Operations Research (OR)	210 Smith Building
Peace, War, and Defense (ARMY/PWAD)	401 Hamilton Hall
Pharmacy (MEDC/PHAD/PHAR/PHCY/PHPR)	117A Beard Hall
Philosophy (PHIL)	101A Caldwell Hall
Physical Education (PHYE/PHYA)	209 Fetzer Gym
Physics (ASTR/PHYS)	278 Phillips Hall
Planning (PLAN)	103 New East
Political Science (POLI)	360 Hamilton Hall
Psychology (PSYC)	205 Davie Hall
Public Health	
Biostatistics (BIOS)	3103 E McGavran-Greenberg
Environmental Sciences and Eng. (ENVR)	104A Rosenau Hall
Epidemiology (EPID)	2107B McGavran-Greenberg
Health Behavior and Health Education (HBHE)	307 Rosenau Hall
Health Policy and Administration (HPAA)	1102A McGavran-Greenberg
Maternal and Child Health (MHCH)	429 Rosenau Hall
Nutrition (NUTR)	2202 McGavran-Greenberg
Parasitology and Lab Practice (PALP)	2107 McGavran-Greenberg
Public Health Nursing (PHNU)	265 Rosenau Hall
Public Policy Analysis (PUPA)	121 Abernethy Hall
Religious Studies (HEBR/RELI)	101 Saunders Hall
Romance Languages (ARAB/CATA/FREN/ITAL/PORT/ROMA/ROML/SPAN)	238 Dey Hall
Slavic Languages (BULG/CZCH/MACD/PLSH/REST/RUSS/SERB/SLAV)	423 Dey Hall
Social Work (SOWO)	223 E. Franklin St.
Sociology (SOCI)	155 Hamilton Hall
Special Studies (SPCL)	314 Steele Building
Statistics (STAT)	322 Phillips Hall
Women's Studies (WMST)	207 Caldwell Hall

Building Abbreviations and Disabled Access

These abbreviations are used to indicate the building in which a course is taught.

AB	Abernethy***
AC	Ackland
AH	Allied Health*
AL	Alumni**
AR	Hanes Art Center
BA	Battle****
BE	Beard (Pharmacy)***
BH	Berryhill
BI	Bingham**
BR	Biological Sci Res Center
CW	Caldwell****
CG	Carmichael Gymnasium
CN	Carrington Hall
CR	Carroll (access thru New Carroll)
CC	Chase Cafeteria**
CS	Clinical Sciences (Burnett-Womack)
CO	Coker
DA	Davie
DN	Dental (Brauer Hall)
DE	Dey Hall
FL	Faculty Lab Office Bldg.
FG	Fetzer Gymnasium
GA	Gardner*
GR	Gerrard*
GM	Graham Memorial***
GL	Greenlaw
HM	Hamilton Hall
HN	Hanes Hall
HR	Henderson Residence College
HK	Hickerson House****
HI	Hill Hall**
HP	Hospitals, UNC
HO	Howell**
KL	Kenan Laboratories
LA	Art Laboratory
LD	Library (Davis)
LE	Lenoir
LG	Library (Wilson)
LU	Undergraduate Library (House)
MA	Manning
MC	McGavran-Greenberg (Public Health)
MD	MacNider
ML	Morehead Laboratory
MO	Morehead Observatory
MT	Mitchell
MU	Murphey**
NA	Naval ROTC Armory**
NC	New Carroll
NE	New East**
NW	New West***
OC	Old Consolidated (Social Work)**
PG	Paul Green Theatre
PE	Peabody
PS	Person
PH	Phillips
PA	Planetarium
PT	Playmakers Theatre***
CL	Pre-Clinic Ed (Bullitt-Brinkhouse Bldg.)
RO	Rosenau (Public Health)
SA	Saunders
SM	Smith****
SN	Sitterson
ST	Steele**
SU	Student Union
SW	Swain Hall**
TH	Taylor Hall
VW	Van Hecke-Wettach (Law)
VE	Venable
WI	Wilson
WB	Wing B (Med School)*
WC	Wing C (Med School)****
WD	Wing D (Med School)****
WE	Wing E (Med School)
WO	Women's Gymnasium****
WG	Woollen Gymnasium**
YC	YMCA Building****
XX	Unknown

Accessibility for disabled students:

(Blank)	Building accessible
*	Building accessible, but toilets not accessible
**	Building presently accessible, but not to upper floors
***	Building presently accessible only with assistance (one step or multiple steps widely separated)
****	Building presently not accessible

Appendix

Residence Status For Tuition Purposes

The information in this section comes from three sources: (1) North Carolina General Statutes, § 116-143.1, (2) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*, revised September 1985, (3) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.

The following sections summarize important aspects of the residency law. A complete explanation of the statute and the procedures under the statute is contained in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes* (hereafter referred to as "the manual"). This manual and other information concerning the application of this law are available for inspection in the Admissions Offices of the University. Copies of the manual are also on reserve at the Robert B. House Undergraduate Library and in the Reserve Reading Room of the Health Sciences Library. All students are responsible for knowing the contents of the statute and the manual.

Every applicant for admission is required to make a statement of his or her length of residence in North Carolina. A person who qualifies as a resident for tuition purposes under North Carolina law pays a lower rate of tuition than a nonresident. To qualify for in-state tuition, a legal resident must have been domiciled in North Carolina for at least twelve months immediately prior to the beginning of the term for which classification as a resident for tuition purposes is sought. The student must also establish that his or her presence in the state during such twelve-month period was for purposes of maintaining a bona fide domicile rather than for purposes of maintaining a mere temporary residence incident to enrollment in an institution of higher education. *Domicile* means one's permanent home of indefinite duration, as distinguished from a temporary place of abode. *Domicile* is synonymous with *legal residence* and is established by being physically present in a place with the concurrent intent to make that place a domicile. To determine intent, the University evaluates an individual's objectively verifiable conduct as an indicator of his or her state of mind.

Procedural Information

General. A student admitted to initial enrollment in an institution (or permitted to reenroll following an absence that involved a formal withdrawal from enrollment) is classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual matriculation. In the absence of a current and final determination of the student's residence prior to matriculation, the student is classified as a nonresident for tuition purposes. The institution will thereafter reach a final determination of the student's residence status. Unless a person supplies enough information to allow the admissions officer to classify him or her as a resident for tuition purposes, the person will be classified a nonresident for tuition purposes. A residence classification once assigned (and confirmed pursuant to any appellate process invoked) may be changed thereafter (with a corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic calendar.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is required to be treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence classification for tuition purposes. The residence classification of a student by one institution is not binding on another institution. The North Carolina institutions of higher education will assist each other by supplying residency information and classification records concerning a student to another classifying institution upon request.

The transfer into or admission to a different component of the same institution (e.g., from an undergraduate to a graduate or professional program) is not construed as a transfer from one institution to another and thus does not by itself require a reclassification inquiry unless (1) the affected student requests a reclassification inquiry or (2) the transfer or enrollment occurs following the lapse of more than one quarter, semester, or term during which the individual was not enrolled as a student.

Responsibility of Students and Prospective Students. Any student or prospective student in doubt concerning his or her residence status is responsible for securing a ruling by completing an application for resident status and filing it with the admissions officer. The student who subsequently becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, is responsible for immediately informing the Office of Admissions in writing of his or her new status. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

Application Process. A person may obtain an application for resident status from his or her admissions office. Applicants for admission who claim eligibility for the in-state tuition rate customarily complete a two-page residency application as a part of the admissions application packet. Some applicants for admission will thereafter be required to complete a more detailed four-page residency application. Enrolled students seeking a change from nonresident to resident status are required to complete a four-page residency application. *All* applications for resident status must be filed with the proper admissions office before the end of the term for which resident status for tuition purposes is sought. The last day of the final examination period is considered the last day of the term.

After filing a resident status application, a person may receive a letter from his or her admissions office requesting more information in connection with that application. When a student receives such a request before the end of the term for which classification is sought, he or she must respond to that request no later than three weeks after the end of the term. If the student receives the request for supplemental information after the end of the term in question, he or she must supply the requested information within three weeks after receipt of the request. Failure to supply the requested information within the specified time limit will result in a continuation of the student's nonresident classification unless good cause is shown for such failure.

The admissions office may require an applicant for admission to file a residency application or respond to a request for more information more quickly when residence status is a factor in the admissions decision.

The pamphlet *Information About Resident Status for Tuition Purposes* contains more details about the residency application process and is available at all admissions offices.

Fraudulent Applications. If a student is classified a resident for tuition purposes after submitting falsified residency information or after knowingly withholding residency information, the student's application for in-state tuition status is fraudulent. The institution may reexamine any application suspected of being fraudulent and, if warranted, will change the student's residence status retroactively to the beginning of the term for which the student originally made the fraudulent application. If this occurs, the student must pay the out-of-state tuition differential for all the enrolled terms intervening between the fraudulent application and its discovery. Further, knowing falsification of responses on a resident status application may subject the applicant to disciplinary action, including dismissal from the institution.

Burden of Proof and Statutory Prima Facie Evidence. A person has the burden of establishing facts that justify his or her classification as a resident for tuition purposes. The balancing of all the evidence must produce a preponderance of evidence supporting the assertion of in-state residence. Under the statute, proof of resident status is controlled initially by one of two evidentiary beginning points which are stated in terms of prima facie evidence.

a. Even if the person is an adult, if his or her parents (or court-appointed guardian in the case of some minors) are not legal residents of North Carolina, this is prima facie evidence that the person is not a legal resident of North Carolina unless he or she has lived in this state the five consecutive years prior to enrolling or reregistering. To overcome this prima facie showing of nonresidence, a person must produce evidence that he or she is a North Carolina domiciliary despite the parents' nonresident status.

b. Conversely, if the person's parents are domiciliaries of North Carolina under the Statute, this fact constitutes prima facie evidence that the person is a domiciliary of North Carolina. This prima facie showing may also be overcome by other evidence to the contrary. If a person has neither living parents nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

Erroneous Notices Concerning Classification. If a student who has been found to be a nonresident for tuition purposes receives an erroneous written notice from an institutional officer identifying the student as a resident for tuition purposes, the student is not responsible for paying the out-of-state tuition differential for any enrolled term beginning before the classifying institution notifies the student that the prior notice was erroneous.

Grace Period. If a student has been properly classified as a North Carolina resident for tuition purposes and, thereafter, his or her state of legal residence changes while he or she is enrolled in a North Carolina public institution of higher education, the statute provides for a grace period during which the student is allowed to pay tuition at the in-state rate despite the fact that the student is no longer a North Carolina legal resident. This grace period extends for a minimum of twelve months from the date of change in legal residence, and if the twelve-month period ends during a semester or academic term in which the student is enrolled, the grace period extends also to the end of that semester or academic term.

Reacquisition of Resident Tuition Status. The prescribed twelve-month period of legal residence may be shortened if the person seeking to be classified as a resident for tuition purposes was formerly classified a North Carolina resident for tuition purposes, abandoned North Carolina domicile, and reestablished North Carolina domicile within twelve months after abandoning it. Interested persons should consult their admissions offices for a detailed explanation of the conditions which must be met to qualify under this section.

Appeals. A student appeal of a classification decision made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within fifteen working days after the student receives notice of the classification decision. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and on request of the student, he or she is afforded the opportunity to appear and be heard by the committee. Any student desiring to appeal a decision of the Residence Status Committee must give notice in writing of that fact (within ten days of receipt of the committee's decision) to the chairman of the Residence Status Committee, and the chairman promptly processes the appeal for transmittal to the State Residence Committee.

Tuition Payment. It is the responsibility of the student to pay tuition at the rate charged and billed while an appeal is pending. In effect, the student who is classified a nonresident at the time of tuition billing pays the nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he or she pays the resident rate. Any necessary adjustments in the rate paid will be made at the conclusion of the appeal.

If a student withdraws from the University during a fall or spring semester, tuition and fees will be prorated over a period of nine weeks at a rate of one-tenth of the term's bill each week after deduction of an administrative charge. If a student withdraws during a summer session, tuition and fees will be prorated over a period of three weeks at a rate of one-fourth of the term's bill each week after deduction of the administrative charge. If a student drops the only course he or she is taking, this constitutes a withdrawal from the University.

Application of the Law to Specific Situations

Aliens. Aliens who are permanent residents of the United States, or who hold a visa that will permit eventual permanent residence in the United States, are subject to the same considerations with respect to determination of legal residence as citizens. An alien abiding in the United States under a visa conditioned at least in part upon intent not to abandon a foreign domicile (B, F, H, and J visas) cannot be classified a resident. An alien abiding in the United States under a visa issued for a purpose that is so restricted as to be fundamentally incompatible with an assertion by the alien of bona fide intent to establish a legal residence (C, D, and M visas) cannot be classified a resident.

Possession of certain other immigration documents may also allow an alien to be considered for in-state tuition status. For more details, aliens should consult their admissions offices and the manual. Aliens must file a Residence Status Supplemental Form in addition to the forms normally required of applicants for resident status for tuition purposes.

Married Persons. The domicile of a married person, irrespective of sex, is determined by reference to all relevant evidence of domiciliary intent. No person is precluded, solely by reason of marriage to a person domiciled outside of North Carolina, from establishing or maintaining legal residence in North Carolina. No person is deemed, solely by reason of marriage to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina. The fact of marriage and the place of the domicile of his or her spouse are deemed relevant evidence to be considered in ascertaining domiciliary intent.

If a person otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina before the beginning of the term for which resident status is sought, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than twelve months, by reference to the length of the legal residence of the person's spouse, if the spouse has been a legal resident of the state for the requisite twelve-month period.

Military Personnel. The domicile of a person employed by the federal government is not necessarily affected by assignment in or reassignment out of North Carolina. Such a person may establish domicile by the usual requirements of residential act plus intent. No person loses his or her in-state resident status solely by serving in the armed forces outside of the state of North Carolina.

Minors. A minor is any person who has not reached the age of eighteen years. Under the common law, a minor child whose parents are not divorced or legally separated is presumed to have the domicile of his or her father. This presumption may be rebutted if a preponderance of the evidence indicates that the mother and father have separate domiciles and that, under the circumstances, the child can fairly be said to derive his or her domicile from the mother. If the father is deceased, the domicile of the minor is that of the surviving mother. If the parents are divorced or legally separated, the domicile of the minor is that of the parent having custody by virtue of a court order; or, if no custody has been granted by virtue of court order, the domicile of the minor is that of the parent with whom he or she lives; or, if the minor lives with neither parent, in the absence of a custody award, the domicile of the minor is presumed to remain that of the father. If the minor lives for part of the year with each parent, in the absence of a custody award, the minor's domicile is presumed to remain that of the father. These common law presumptions control even if the minor has lived in North Carolina for five years as set forth above in **Burden of Proof and Statutory Prima Facie Evidence**, subsection a.

In determining residence status for tuition purposes, there are three exceptions to the above provisions:

1. If a minor's parents are divorced, separated, or otherwise living apart and one parent is a legal resident of North Carolina, during the time period when that parent is entitled to claim, and does claim, the minor as a dependent on the North Carolina individual income tax return, the minor is deemed to be a legal resident of North Carolina for tuition purposes, notwithstanding any judicially determined custody award with respect to the minor.

   If immediately prior to his or her eighteenth birthday a person would have been deemed a North Carolina legal resident under this provision but he or she achieves majority before enrolling in a North Carolina institution of higher education, that person will not lose the benefit of this provision if the following conditions are met:
   a. Upon achieving majority the person must act, as much as possible, in a manner consistent with bona fide legal residence in North Carolina; and
   b. The person must begin enrollment at a North Carolina institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at the institution.

2. If immediately prior to beginning an enrolled term the minor has lived in North Carolina for five or more consecutive years in the home of an adult relative (other than a parent) who is a legal resident of North Carolina, and if the adult relative during those years has functioned as a de facto guardian of the minor, then the minor is considered a legal resident of North Carolina for tuition purposes. If a minor qualified for resident status for tuition purposes under this provision immediately prior to his or her eighteenth birthday, then, upon becoming eighteen, he or she will be deemed a legal resident of North Carolina of at least twelve months' duration.

3. Even though a person is a minor, under certain circumstances the person may be treated by the law as being sufficiently independent from his or her parents as to enjoy a species of adulthood for legal purposes. If the minor marries or obtains a judicial decree of emancipation under N.C. Gen. Stat. § 7A-717, et seq., he or she is emancipated. The consequence, for present purposes, of such emancipation is that the affected person is presumed to be capable of establishing a domicile independent of that of the parents; it remains for that person to demonstrate that a separate domicile has, in fact, been established.

Prisoners. There are special provisions concerning domicile of prisoners. For more information, persons to whom these provisions may apply should consult the manual.

Property and Taxes. Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.

Students or prospective students who believe that they are entitled to be classified residents for tuition purposes should be aware that the processing of requests and appeals can take a considerable amount of time. A student is more likely to obtain a final decision on an application before tuition payment is due if he or she files the application several months in advance.

Military Tuition Benefit

The information in this section comes from three sources: (1) North Carolina General Statutes, § 116-143.3, (2) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*, revised September 1985, (3) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition

Purposes and Determination of Eligibility for the Special Military Tuition Benefit.

Certain members of the Armed Services and their dependent relatives who are not residents for tuition purposes may become eligible to be charged less than the out-of-state tuition rate under N.C. Gen. Stat. § 116-143.3, the military tuition benefit provision. Any person seeking the military tuition benefit must qualify for admission to UNC-Chapel Hill and must file an application for the benefit with his or her admissions office before the first day of classes of the term for which he or she initially seeks the benefit. To remain eligible to receive the military tuition benefit, he or she must file another application for the benefit before the first day of classes of the first term in which he or she is enrolled in each academic year. The burden of proving eligibility for the military tuition benefit lies with the applicant for the benefit, and the application and all required supporting affidavits must be complete and in proper order before the first day of classes of the term in question. Because of the time involved in securing the necessary affidavits from the appropriate military authorities, prospective applicants for the military tuition benefit are urged to secure application forms from their admissions offices and begin the application process several weeks before the first day of classes of the term for which they seek the benefit.

Eligibility of Members of the Armed Services. Eligible members of the Armed Services pay a rate of tuition computed by applying a statutory formula which is dependent, in part, on the amount of money payable by their Service employer to them or to the institution by reason of their enrollment. Application of the statutory formula yields the following results: if the service member's education is being fully funded by the Service employer, the amount of tuition owed is equal to out-of-state tuition; if the member's education is not being funded by his or her Service employer, he or she pays an amount equal to in-state tuition; and if the Service employer is providing partial educational funding, the amount of tuition owed depends on the amount of funding contributed by the Service employer.

To be eligible for this military tuition benefit, the individual must be

a. a member of the United States Air Force, Army, Coast Guard, Marine Corps, Navy, North Carolina National Guard, or a reserve component of one of these services; and

b. abiding in North Carolina incident to active military duty performed at or from a duty station in North Carolina.

Eligibility of Dependent Relatives of Service Members. If the service member meets the conditions set forth above, his or her dependent relatives may be eligible to pay the in-state tuition rate if they share the service member's North Carolina abode, if they have complied with the requirements of the Selective Service System (if applicable), and if they qualify as *military* dependents of the service member.

If the service member voluntarily ceases to live in North Carolina or is involuntarily absent from the state on military orders (other than absences on routine maneuvers and temporary assignments), he or she is deemed to have moved his or her abode from North Carolina. If a dependent relative of a service member has become eligible for the military tuition benefit, and after the beginning of the term of eligibility the service member moves his or her abode from North Carolina, the dependent relative will continue to be eligible for the military tuition benefit only for the remainder of that academic year. An academic year runs from the first day of classes of the fall semester through the last day of exams of the following summer session, second term.

For a detailed explanation of the military tuition benefit provision (including an explanation of the formula used to compute the tuition rate for service members), a complete list of categories of persons who are considered "dependent relatives" for purposes of establishing eligibility for the military tuition benefit, and information about the registration requirements of the Selective Service System, applicants should consult *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes* (as amended September 1985). This manual is available for inspection in the Admissions Offices of the University. Copies of the manual are also on reserve at the Robert B. House Undergraduate Library and in the Reserve Reading Room of the Health Sciences Library.

Appeals of Eligibility Determinations of Admissions Officers. A student appeal of an eligibility determination made by any admissions officer must be in writing and signed by the student and must be filed by the student with that officer within fifteen working days after the student receives notice of the eligibility determination. The appeal is transmitted to the Residence Status Committee by that officer, who does not vote in that committee on the disposition of such appeal. The student is notified of the date set for consideration of the appeal, and, on request by the student, is afforded an opportunity to appear and be heard by the committee.

Any student desiring to appeal a determination of the Residence Status Committee must give notice in writing of that fact to the chairman of the Residence Status Committee within ten days of receipt of the committee's decision. The chairman will promptly process the appeal for transmittal to the State Residence Committee.

Family Educational Rights and Privacy Act

As a general rule, under the federal Family Educational Rights and Privacy Act (FERPA), personally identifiable information may not be released from a student's education records without his or her prior written consent. Exceptions to this rule are set out in the FERPA regulations and the FERPA policy of The University of North Carolina at Chapel Hill.

UNC-Chapel Hill will disclose personally identifiable information from the education records of a student, without the student's prior written consent, to officials of another school or school system in which the student seeks or intends to enroll. UNC-Chapel Hill will also disclose personally identifiable information from an enrolled student's education records, without the student's prior written consent, to officials of another school or school system in which the student is contemporaneously enrolled. Time, building, and room number information from a student's class schedule will be disclosed to the University Police to assist them in serving the student with a warrant or subpoena.

UNC-Chapel Hill makes public certain information that has been designated as "directory information": the student's name; address (local and grade/billing addresses); student e-mail address; telephone listing (local and grade/billing telephone numbers); date and place of birth; county, state and/or U.S. territory from which the student originally enrolled; major field of study, class (junior, senior, etc.); enrollment status (full-time, half-time, or part-time); anticipated graduation date; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; and the most recent previous educational agency or institution attended by the student. Examples of ways in which some of this information is made public include: names of students who receive honors and awards, who make the Dean's List, who hold offices, or who are members of athletic teams. The annual commencement program publishes the names of degree recipients. The University also publishes the *Campus Directory* annually, and some professional and graduate student groups publish directories of students in their departments or schools.

Students who do not wish to have any or all directory information made public without their prior consent must send a signed and dated notice specifying items that are not to be published to the Office of the University Registrar, CB# 2100, 105 Hanes Hall, The University of North Carolina at Chapel Hill. To ensure that a listing for the student will not appear in the *Campus Directory*, this notice must be received by the office of the University Registrar by the end of the registration period for the semester or session of first enrollment or, following an absence, of reenrollment. Such a notice will be honored until the student graduates, ceases to attend, or withdraws from the University unless the student notifies the Office of the University Registrar to the contrary in writing.

Students also have the right to inspect their education records as defined in the FERPA regulations. They may not inspect financial records and statements of their parents; confidential letters of recommendation placed in their education records before 1 January 1975 (with some exceptions); or confidential letters of recommendation placed in their education records after 1 January 1975, if they have waived their rights to inspect and review such letters.

A student who believes that information in his or her education records is inaccurate or misleading or violates his or her privacy or other rights may request that the institution amend the records, and if the request is denied, he or she has the right to a hearing. If, after the hearing, the institution decides that the information is not inaccurate, misleading, or violative of privacy or other rights, the student has a right to place a statement in those records commenting on the information in question or giving the student's reasons for disagreeing with the institutional decision. The student may also place such a statement in his or her records in lieu of requesting a hearing if the student and the institution agree that an explanatory statement alone is the appropriate remedy. Complaints alleging violations of FERPA rights may also be filed with the U.S. Department of Education.

Questions about FERPA should be addressed to the Legal Adviser to the Special Assistant to the Chancellor (CB# 9150, 01 South Building). The text of FERPA and its regulations and the University's FERPA policy are also available for inspection in 01 South Building.

A student who has been expelled from an institution in the University of North Carolina system may not be admitted to another UNC-system school unless the institution that originally expelled the student rescinds that expulsion.

The possession of any gun, rifle, pistol, dynamite cartridge, bomb, grenade, mine, explosive, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, or any other weapons of like kind upon any University campus or in any University-owned or operated facility is unlawful and contrary to University policy. Violation of this prohibition is a misdemeanor punishable by a fine not to exceed $500 and/or six months' imprisonment, and may constitute a violation of the Campus Code.

Effective 1 July 1986, North Carolina state law requires that no person shall attend a college or university in North Carolina unless a certificate of immunization indicating that the person has received the immunizations required by the law is presented to the college or university on or before the first day of matriculation. Students enrolled at UNC-Chapel Hill on 1 July 1986 are exempt from this requirement.

If the UNC-Chapel Hill Medical History Form containing the certificate of immunization is not in the possession of the UNC-Chapel Hill Student Health Service ten (10) days prior to the registration date, the University shall present a notice of deficiency to the person. The person shall have 30 calendar days from the first day of attendance to obtain the required immunizations. Those persons who have not complied with the immunization requirements by the end of 30 calendar days will be *administratively withdrawn* from the University.

Introduction. The Board of Trustees of The University of North Carolina at Chapel Hill, in conformity with the direction of the Board of Governors of The University of North Carolina, hereby adopts this Policy on Illegal Drugs, effective 24 August 1988. It is applicable to all students, faculty members, administrators, and other employees.

Education, Counseling, and Rehabilitation.

A. The University of North Carolina at Chapel Hill has established and maintains a program of education designed to help all members of the university community avoid involvement with illegal drugs. This educational program emphasizes these subjects:

1. The incompatibility of the use or sale of illegal drugs with the goals of the university;
2. The legal consequences of involvement with illegal drugs;
3. The medical implications of the use of illegal drugs; and
4. The ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities.

B. The University of North Carolina at Chapel Hill provides information about drug counseling and rehabilitation services that are available to members of the University community through campus-based programs and through community-based organizations. Persons who voluntarily avail themselves of University services are hereby assured that applicable professional standards of confidentiality will be observed.

A. The University of North Carolina at Chapel Hill shall take all actions necessary, consistent with state and federal law and applicable University policy, to eliminate illegal drugs from the University community. The University's Policy on Illegal Drugs is publicized in catalogs and other materials prepared for all enrolled and prospective students and in materials distributed to faculty members, administrators, and other employees.

B. Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as controlled substances in Article 5 of Chapter 90 of the North Carolina. General Statutes. Any member of the University community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the University. It is not "double jeopardy" for both the civil authorities and the University to proceed against and punish a person for the same specified conduct. *The University will initiate its own disciplinary proceeding against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the University.*

C. Penalties will be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 3 of the Trustee Policies and Regulations Governing Academic Tenure in The University of North Carolina at Chapel Hill; by Section III.D of the Employment Policies for EPA Nonfaculty Employees of The University of North Carolina at Chapel Hill; by regulations of the State Personnel Commission, and the Disciplinary Procedure of the Staff Personnel Administration Guides (SPAG 37); by the Instrument of Student Judicial Governance; and by all other applicable provisions of the policies and procedures of The University of North Carolina at Chapel Hill.

D. The penalties to be imposed by the university may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. However, the following minimum penalties shall be imposed for the particular offenses described.

1. *Trafficking in Illegal Drugs*

a. For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedule I, N.C. Gen. Stat. 90-89, or Schedule II, N.C. Gen. Stat. 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualine), any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

b. For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N.C. Gen. Stat. 90-91 through 90-94, (including, but not limited to, marijuana, anabolic steroids, pentobarbital, codeine), the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Because the minimum penalty specified in this Section and required by the Board of Governors exceeds the maximum period of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject to the State Personnel Act is discharge.) For a second offense, any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

2. *Illegal Possession of Drugs*

a. For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. Gen. Stat. 90-89, or Schedule II, N.C. Gen. Stat. 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Because the minimum penalty specified in this Section and required by the Board of Governors exceeds the maximum period of suspension without pay that is permitted by State Personnel Commission regulations, the penalty for a first offense for employees subject to the State Personnel Act is discharge.)

b. For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, N.C. Gen. Stat. 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation. (If this balance for an employee subject to the State Personnel Act exceeds three days, that employee shall be discharged.)

c. For a second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, administrators, or other employees.

E. *Suspension Pending Final Disposition*

When a student, faculty member, administrator, or other employee has been charged by the University with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor, or in the Chancellor's absence, the Chancellor's designee concludes that the person's continued presence within the university community would constitute a clear and immediate danger to the health or welfare of other members of the university community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

Implementation and Reporting. Annually, the Chancellor shall submit to the Board of Trustees a report on campus activities related to illegal drugs for the preceding year. The reports shall include, as a minimum, the following:

(1) a listing of the major education activities conducted during the year;
(2) a report on any illegal drug-related incidents, including any sanctions imposed;
(3) an assessment by the Chancellor of the effectiveness of the campus program and;
(4) any proposed changes in the Policy on Illegal Drugs.

A copy of the report shall be provided to the President, who shall confer with the Chancellor about the effectiveness of campus programs.

Master's/Doctoral Dissertation

Receipt of an approved master's thesis or doctoral dissertation in the Graduate School is tantamount to publication, and the thesis or dissertation will be available to the public in the University library and available for interlibrary loan. Honors theses are also made available to the public through the University Library. Other student papers may be put in campus libraries or otherwise made public in accordance with individual course or program requirements.

Notes

Class Listing

Using the Class Schedule

Classes are listed alphabetically by academic department or school four-letter acronym and are divided into First or Second Session offerings. Be sure to refer to the appropriate session in the schedule. If registering by telephone, CAROLINE will prompt you to enter the five-digit control number for each course. If special permission is required, contact the teaching department.

Notes

When a course is footnoted, be sure to consult the footnote code and follow the special instructions associated with them.

The "P" notation in the footnotes corresponds to courses that fulfill a UNC-Chapel Hill general education perspective requirement.

The listing of a class does not obligate the University to offer the course. Changes may occur.

The footnote code is below and on page A25.
The perspective lists are on pages 40-43.

Class Schedule Footnote Codes

Restriction Footnotes:

1 - Permission required for enrollment.

M - This course has major restrictions.

S - This course has school restrictions.

Y - This course has classification (school year) restrictions.

Information Footnotes:

F - This course has an additional fee.

L - This course requires a lab section.

P - This course fulfills a perspective requirement.

Q - This course has prerequisite requirements.

R - This course requires a recitation section.

X - This course is cross-listed.

FIRST SESSION

NOTE: For footnotes, see page A1 or A25. Perspective lists are found under Course Offerings.

AFAM (Afro-American Studies) 966-5496

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	AFAM 040		BLACK EXPERIENCE		LEC	3.0			
P	30001	001	MTWRF	09:45AM-11:15AM	ANOERSON, B		40	GL	0305
	AFAM 041		BLACK EXPERIENCE		LEC	3.0			
P	30003	001	MTWRF	11:30AM-01:00PM	HALL, P		40	DE	0304
	AFAM 094A		AFAM ARTS/AESTHETIC		LEC	3.0			
P	31602	001	MTWRF	11:30AM-01:00PM	GREENE, J L		25	DE	0204
	AFAM 190		INDEPENDENT STUDIES		LEC	3.0			
	30005	001		*TBA*	STAFF		1		

AFRI (African Studies) 966-5496

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	AFRI 040		INTRO AFRICAN CIV		LEC	3.0			
P	30006	001	MTWRF	11:30AM-01:00PM	NYANG'ORO, J		40	DE	0307
P	30007	002	MTWRF	09:45AM-11:15AM	SMITH, Z		40	MU	0112
	AFRI 065		AFRICAN POLI/ECON		LEC	3.0			
P	30009	001	MTWRF	09:45AM-11:15AM	NYANG'ORO, J		40	PE	0010
	AFRI 090		INDEPENDENT STUDIES		LEC	3.0			
1	30010	001		*TBA*	NYANG'ORO, J		5		
	AFRI 190		INDEPENDENT STUDIES		LEC	3.0			
1	30011	001		*TBA*	NYANG'ORO, J		10		

AMST (American Studies) 962-4062

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	AMST 020		EMER AMER CULT		LEC	3.0			
P	30012	001	MTWRF	09:45AM-11:15AM	ALLEN, R		20	GA	0308

ANTH (Anthropology) 962-8374

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ANTH 023		HABITAT & HUMANITY		LEC	3.0			
P	31551	001	TR	03:15PM-05:50PM	JOHNSON, N B		15	AR	0116
	ANTH 043		HUMAN EVOL & ADAPT		LEC	3.0			
P	31552	001	MTWRF	09:45AM-11:15AM	WINTERHALDER, B		40	AL	0205
	ANTH 099		SPECIAL PROJECTS		LEC	*VAR*			
	30016	001		*TBA*	JOHNSON, N B		5		
	ANTH 151		FIELD SCHOOL:ARCH		LEC	6.0			
1,F	30019	001	MTWRF	07:00AM-04:00PM	OAVIS, R P		15		
	ANTH 196		GARDENS OF JAPAN		LEC	3.0			
P	31554	001	MTWRF	01:15PM-02:45PM	JOHNSON, N B		20	AR	0117
	ANTH 301		READING & RESEARCH		LEC	*VAR*			
	30020	001		*TBA*	STAFF		5		
	ANTH 315		READ/RES IN METHOD		LEC	*VAR*			
	30021	001		*TBA*	STAFF		5		
	ANTH 321		FIELD RESEARCH		LEC	3.0			
	30022	001		*TBA*	STAFF		5		
	ANTH 393		MASTERS THESIS		LEC	*VAR*			
	30023	001		*TBA*	STAFF		5		
	ANTH 394		DOCTORAL DISSERT		LEC	*VAR*			
	30024	001		*TBA*	STAFF		5		
	ANTH 400		GEN REGISTRATION		LEC	0.0			
	30025	001		*TBA*	STAFF		5		

APPL (Applied Sciences) 962-6293

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	APPL 097		IND STUDY APPL SCI		LEC	*VAR*			
	30026	001		*TBA*	JARNAGIN, R C		1		
	APPL 099		RESEARCH/APPL SCI		LEC	3.0			
	30027	001		*TBA*	JARNAGIN, R C		5		

ARMY (Army) 962-2074

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ARMY 071		ADV MIL OPERATIONS		LEC	3.0			
	3002B	001		*TBA*	GREEN, C A		1		

ART (Art) 962-2015

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ART 001		BASIC DRAW & COMP		LEC	3.0			
P	30029	001	MTWRF	08:00AM-11:15AM	ZABOROWSKI, O J		20	AR	0226
	ART 002		3-D DES/INTRO SCULP		LEC	3.0			
P	30033	001	MTWRF	11:30AM-02:45PM	NOE, J L		15	AR	0009
	ART 013		LIFE SCULPT		LEC	3.0			
Q	31597	001	MTWRF	01:15PM-04:30PM	SLAVICK, E		20	AR	0227
	ART 015		PAINTING I		LEC	3.0			
P,Q	30035	001	MTWRF	11:30AM-02:45PM	GADSON, J B		20	AR	0219
	ART 031		HIST OF WEST ART		LEC	3.0			
P	3003B	001	MTWRF	11:30AM-01:00PM	MULVANEY, E		30	AR	0117
	ART 03B		SURV MODERN ART		LEC	3.0			
P	30039	001	MTWRF	0B:00AM-09:30AM	SINICROPE, A		30	AR	0117
	ART 043		AMERICAN ART		LEC	3.0			
Q,P	31603	001	MTWRF	09:45AM-11:15AM	CHEW, E		30	AR	0117
	ART 045		PAINTING II		LEC	*VAR*			
Q	30041	001	MTWRF	11:30AM-02:45PM	GADSON, J B		30	AR	0219
	ART 065		PAINTING III		LEC	*VAR*			
Q	30043	001	MTWRF	11:30AM-02:45PM	GADSON, J B		30	AR	0219
	ART 06B		SPEC TOPICS STUDIO		LEC	*VAR*			
Q	31599	001	MTWRF	01:15PM-04:30PM	KINNAIRD, R W		15	AR	0214
	ART 072		IMPRESS & SYMBOLISM		LEC	3.0			
Q	30045	001	MTWRF	01:15PM-02:45PM	NORDENHOLZ, K		30	AR	0118
	ART 075		20TH CENTURY ART		LEC	3.0			
Q	31600	001	MTWRF	11:30AM-01:00PM	RINGELBERG, K		30	AR	011B
	ART 085		PAINTING IV		LEC	*VAR*			
Q	30046	001	MTWRF	11:30AM-02:45PM	GADSON, J B		30	AR	0219
	ART 100		INDIV STUD PAINTING		LEC	*VAR*			
1	30048	015		*TBA*	ZABOROWSKI, D J		1		
	ART 101A		INDIV STUD SCULPT		LEC	*VAR*			
1,Q	30049	013		*TBA*	NOE, J L		2		
	30050	11B		*TBA*	SLAVICK, E		1		
	ART 101B		INDIV STUD CERAMIC		LEC	*VAR*			
	30051	013		*TBA*	NOE, J L		4		
	ART 105		PAINTING V		LEC	*VAR*			
Q	30052	001	MTWRF	11:30AM-02:45PM	GADSON, J B		30	AR	0219
	ART 125		PAINTING VI		LEC	*VAR*			
Q	30054	001	MTWRF	11:30AM-02:45PM	GADSON, J B		30	AR	0219
	ART 155		PAINTING VII		LEC	*VAR*			
Q	30056	001	MTWRF	11:30AM-02:45PM	GADSON, J B		30	AR	0219
	ART 175		PAINTING VIII		LEC	*VAR*			
Q	30059	001	MTWRF	11:30AM-02:45PM	GAOSON, J B		30	AR	0219
	ART 192		GARDENS OF JAPAN		LEC	3.0			
	31601	001	MTWRF	01:15PM-02:45PM	JOHNSON, N B		5	AR	0117
	ART 393		MASTERS THESIS		LEC	*VAR*			
Y	30061	001		*TBA*	STAFF		2		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ART 394		DOCTORAL DISSERT		LEC	*VAR*			
Y	30062	001		*TBA*	STAFF		2		

ASIA (Asian Studies) 962-4294

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ASIA 199		ADVANCED TOPICS		LEC	3.0			
	31474	001	MTR	06:00PM-08:35PM	BARDSLEY, JANIC		23	DE	0208
			NOTE: THE MAJOR GENRES, ESTHETIC CONCEPTS, AND CLASSIC AND MODERN WORKS OF JAPANESE LITERATURE IN TRANSLATION.						

ASTR (Astronomy) 962-2078

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ASTR 031		DESCRIPT ASTRONOMY		LEC	3.0			
P	30063	001	MTWRF	09:45AM-11:15AM	CHRISTIANSEN, W		57	PH	0247
	ASTR 031L		DESCRIPT ASTR LAB		LAB	1.0			
P	30064	401	W	09:00PM-11:00PM	CHRISTIANSEN, W		32	MO	0401
	ASTR 031P		DES ASTR LAB/PLANET		LAB	0.0			
P	30065	402	MWF	01:15PM-03:05PM	CHRISTIANSEN, W		32	PA	0012

BIOC (Biochemistry) 962-8326

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	BIOC 301		RES IN BIOCHEM		LEC	*VAR*			
M	30066	001		*TBA*	SANCAR, G B		5		
	BIOC 310		RESEARCH IN NBIO		LEC	*VAR*			
1	30067	001		*TBA*	STAFF				
	BIOC 393		MASTERS THESIS		LEC	*VAR*			
M	30068	001		*TBA*	SANCAR, G B		5		
	BIOC 394		DOCTORAL DISSERT		LEC	*VAR*			
M	30069	001		*TBA*	SANCAR, G B		5		
	BIOC 400		GEN REGISTRATION		LEC	0.0			
M	30070	001		*TBA*	SANCAR, G B		5		

BIOL (Biology) 962-3390

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	BIOL 010		ISSUES MODERN BIOL		LEC	3.0			
P	31520	001	MTWRF	01:15PM-02:45PM	WOLLERMAN, L B		40	WI	0107
			NOTE: NOTE: STUDENTS WHO HAVE TAKEN ANY OTHER COURSE IN THE BIOLOGY DEPARTMENT MAY NOT REGISTER FOR THIS COURSE.						
	BIOL 011		PRINCIPLES OF BIOL		LEC	3.0			
P	30071	001	MTWRF	09:45AM-11:15AM	DICKISON, W C		110	MT	0005
	BIOL 011L		INTRO BIOLOGY LAB		LAB	1.0			
P	30074	401	MTR	01:30PM-04:20PM	DICKISON, W C		25	CO	0208
P	30075	402	MTR	01:30PM-04:20PM	DICKISON, W C		25	CO	0209
	BIOL 052		CELL & DEVEL BIOL		LEC	4.0			
P,R,Q	30079	001	MTWRF	09:45AM-11:15AM	YOUNG, EF		48	BE	0103
	BIOL 052		RECITATION		REC	0.0			
	30080	601	MTW	01:30PM-02:20PM	YOUNG, EF		24	WI	0132
	30081	602	MTW	03:00PM-03:50PM	YOUNG, EF		24	WI	0132
	BIOL 053		MOLEC BIOL & GENET		LEC	4.0			
P,R,Q	30082	001	MTWRF	11:30AM-01:00PM	HILL, A		48	MT	0005
	BIOL 053		RECITATION		REC	0.0			
	30083	601	MTW	01:30PM-02:20PM	HILL, A		24	WI	0202
	30084	602	MTW	03:00PM-03:50PM	HILL, A		24	WI	0202
	BIOL 054		ECOLOGY & PDP BIOL		LEC	4.0			
P,R,Q	30085	001	MTWRF	11:30AM-01:00PM	STIVEN, A E		48	BE	0103
	BIOL 054		RECITATION		REC	0.0			
	30086	601	MTW	01:30PM-02:20PM	STIVEN, A E		24	WI	0140
	BIOL 054		RECITATION		(CONT.)REC	0.0			
	30087	602	MTW	03:00PM-03:50PM	STIVEN, A E		24	WI	0140
	BIOL 062		INTRO PHYSIOLOGY		LEC	3.0			
P,Q	31521	001	MTWRF	09:45AM-11:15AM	MERRICK, P		50	WI	0107
	BIOL 062L		PHYSIOLOGY LAB		LAB	1.0			
P,Q	31522	401	MW	01:15PM-04:15PM	MERRICK, P		16	WI	0242
			NOTE: NOTE: THIS LABORATORY REQUIRES APPROXIMATELY THREE ADDITIONAL TBA HOURS/WEEK.						
P,Q	31523	402	TR	01:15PM-04:15PM	MERRICK, P		16	WI	0242
			NOTE: NOTE: THIS LABORATORY REQUIRES APPROXIMATELY THREE ADDITIONAL TBA HOURS/WEEK.						
	BIOL 080		BIOLOGY OF INSECTS		LEC	3.0			
Q,P	30091	001	MTWRF	09:45AM-11:15AM	BEAN, D W		30	WI	0217
	BIOL 080L		INSECT BIOLOGY LAB		LAB	1.0			
P,Q	30092	401	MTW	01:30PM-04:20PM	BEAN, D W		16	WI	0218
	BIOL 090		LAB INTERN IN BIOL		LEC	1.0			
1	30093	001		*TBA*	DICKISON, W C		3		
1	31524	002		*TBA*	MERRICK, P		3		
	BIOL 091		LAB ASST IN BIOL		LEC	2.0			
1	30094	001		*TBA*	DICKISON, W C		2		
1	31525	002		*TBA*	MERRICK, P		2		
	BIOL 094B		MILESTONES BIOL/MED		LEC	3.0			
P	30095	001	MTWRF	11:30AM-01:00PM	MISCH, D W		25	WI	0107
	BIOL 095		DIRECTED READING		LEC	*VAR*			
1	30096	001		*TBA*	STAFF		5		
	BIOL 096		SPECIAL TOPICS		LEC	*VAR*			
1	30097	001		*TBA*	STAFF		2		
	BIOL 098		UNDERGRAD RESEARCH		LEC	*VAR*			
1	30098	001		*TBA*	STAFF		10		
	BIOL 141		SPEC PROB MAR BIOL		LEC	*VAR*			
	31604	001		*TBA*	STAFF		30		
	BIOL 316		RES PLANT SYSTEM		LEC	*VAR*			
1	30099	001		*TBA*	MASSEY, J R		1		
	BIOL 393		MASTERS THESIS		LEC	*VAR*			
M	30100	001		*TBA*	STAFF		2		
	BIOL 394		DOCTORAL DISSERT		LEC	*VAR*			
M	30101	001		*TBA*	STAFF		10		

BIOS (Biostatistics) 966-7262

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	BIOS 101		FUND OF BIOSTAT		LEC	3.0			
1	30103	001	MWF	09:00AM-11:50AM	QUADE, D		30		
	BIOS 106		MATH METH/BIOS		LEC	1.0			
	31517	001		*TBA*	STAFF		10		
	BIOS 250		ADV TECH BIOMETRY		LEC	*VAR*			
1	30104	001		*TBA*	SYMONS, M J		20		
1	30105	002		*TBA*	SYMONS, M J		20		
	31518	003		*TBA*	STAFF		20		
	31519	004		*TBA*	STAFF		20		
	BIOS 281		STAT METH HUM GNET		LEC	3.0			
	31516	001	MWF	10:00AM-12:50PM	SEILLIER-MOI, F		20		

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

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FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	BIOS 342		PRACT IN STAT CONSU		LEC	*VAR*			
	30106	001		*TBA*	STAFF		10		
	BIOS 350		TRG STAT TEACH H S		LEC	*VAR*			
	30107	001		*TBA*	STAFF		5		
	BIOS 390		RESEARCH IN BIOSTAT		LEC	*VAR*			
	30108	001		*TBA*	STAFF		5		
	BIOS 392		MASTER'S PAPER		LEC	*VAR*			
	30109	001		*TBA*	STAFF		15		
	BIOS 393		MASTERS THESIS		LEC	*VAR*			
	30110	001		*TBA*	STAFF		10		
	BIOS 394		DOCTORAL DISSERT		LEC	*VAR*			
	30111	001		*TBA*	STAFF		25		
	BIOS 400		GEN REGISTRATION		LEC	0.0			
	30112	001		*TBA*	STAFF		10		

BMME (Biomedical Engineering & Mathematics) 966-1175

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	BMME 231		SPECIAL TOPICS		LEC	*VAR*			
	30113	003		*TBA*	HSIAO, H S		1		
	BMME 393		MASTERS THESIS		LEC	*VAR*			
	30114	024		*TBA*	LUCAS, C L		10		
	30115	029		*TBA*	QUINT, S R		10		
	30116	034		*TBA*	TSUI, B M		10		
	30117	037		*TBA*	CHARLTON, J O		10		
	30118	041		*TBA*	KUSY, R P		10		
	30119	047		*TBA*	FRIEDMAN, C P		10		
	BMME 394		DOCTORAL DISSERT		LEC	*VAR*			
	30120	003		*TBA*	HSIAO, H S		10		
	30121	024		*TBA*	HSIAO, H S		10		
	30122	029		*TBA*	QUINT, S R		10		
	30123	034		*TBA*	TSUI, B M		10		
	30124	037		*TBA*	CHARLTON, J D		10		
	30125	041		*TBA*	KUSY, R P		10		
	BMME 400		GEN REGISTRATION		LEC	0.0			
	30126	003		*TBA*	HSIAO, H S		10		

BUSI (Business Administration) 962-8301

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	BUSI 024		INTRO MANAGEMNT SCI		LEC	3.0			
	30127	001	MTWRF	08:00AM-09:30AM	JONES, J M		30	NC	00T5
	30128	002	MTWRF	09:45AM-11:15AM	JONES, J M		30	NC	00T5
	BUSI 071		BASIC ACCTG PRNCPLS		LEC	3.0			
	30129	001	MTWRF	09:45AM-11:15AM	STAFF		60	CR	0002
	30130	002	MTWR	06:30PM-08:30PM	STAFF		60	NC	00T6
	BUSI 100		COMMUNICATIONS		LEC	3.0			
	30132	001	MTWRF	09:45AM-11:15AM	MILLS-BUSKO, J		22	NC	00T2
	BUSI 130		OPERATIONS MGMT		LEC	3.0			
	30133	001	MTWRF	08:00AM-09:30AM	STAFF		40	NC	00T6
	BUSI 140		LEG ENVIRON OF BUSI		LEC	3.0			
	30134	001	MTWRF	09:45AM-11:15AM	STANFORD, D M		30	NC	00T6
	BUSI 141		COMMERCIAL LAW		LEC	3.0			
	31555	001	MTWRF	11:30AM-01:00PM	STANFORD, D M		30	NC	00T6
	BUSI 150		ORG BEHAVIOR		LEC	3.0			
	30135	001	MTWRF	08:00AM-09:30AM	FELLENZ, M R		42	NC	00T2
	BUSI 157		PERSONNEL MGMT		LEC	3.0			
	30136	001	MTR	06:00PM-08:35PM	GOMEZ, C B		30	NC	00T7
	BUSI 160		PRINC OF MARKETING		LEC	3.0			
	30137	001	MTWRF	11:30AM-01:00PM	HOGAN, JOHN E.		30	NC	00T7
	BUSI 161		ADVERTISING		LEC	3.0			
	31645	001	MTWRF	09:45AM-11:15AM	BLOOM, P N		40	NC	00T6
	BUSI 170		MANAGEMENT ACCTG		LEC	3.0			
	30139	001	MTWRF	11:30AM-01:00PM	STAFF		35	NC	00T2
	BUSI 180		PRIN FINANCIAL MGT		LEC	3.0	—		
	30140	001	MTWRF	09:45AM-11:15AM	STAFF		30	NC	00T1
	BUSI 190		ADMIN POLICY		LEC	3.0			
	30141	001	MTWRF	11:30AM-01:00PM	KING, ADELAIDE		45	NC	00T1
	BUSI 240A		FINANCIAL REPORTING I		LEC	3.0			
	31557	001	MTWRF	08:15AM-10:15AM	WAHLEN, J M		40	NC	00G7
	31558	002	MTWRF	10:30AM-12:30PM	WAHLEN, J M		40	NC	00G7
	BUSI 243A		MANAGERIAL ACCTG		LEC	1.5			
	31561	001	MTWRF	08:15AM-10:15AM	MARCELAIS, C S		40	NC	00G8
	31562	002	MTWRF	10:30AM-12:30PM	MARCELAIS, C S		40	NC	00G8
	BUSI 254M		MGMT COMM I		LEC	1.5			
	31559	001	MTWRF	08:15AM-10:15AM	CHIARAMONTE, PE		40	NC	00G8
	31560	002	MTWRF	10:30AM-12:30PM	CHIARAMONTE, PE		40	NC	00G8
	BUSI 394		DOCTORAL DISSERT		LEC	*VAR*			
1	30156	010		*TBA*	RAVENSCRAFT, D		40		

CBIO (Cell Biology & Anatomy) 966-3026

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	CBIO 209		EM PRIN & APPL		LEC	3.0			
1	30157	001	TR	09:00AM-11:50AM	COSTELLO, M J		6		
	CBIO 310		RESEARCH		LEC	*VAR*			
	30158	001		*TBA*	STAFF		5		
	CBIO 315		RES LAB APPRENTICE		LEC	3.0			
	30159	001		*TBA*	STAFF		15		
	CBIO 393		MASTERS THESIS		LEC	*VAR*			
	30160	001		*TBA*	STAFF		5		
	CBIO 394		DOCTORAL DISSERT		LEC	*VAR*			
	30161	001		*TBA*	STAFF		12		
	CBIO 400		GEN REGISTRATION		LEC	0.0			
	30162	001		*TBA*	STAFF		6		

CHEM (Chemistry) 966-4097

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	CHEM 011		GEN DESCRIP CHEM I		LEC	3.0			
P,L	30163	001	MTWRF	08:00AM-09:30AM	EVANS, S A		100	VE	0268
			NOTE: PREREQUISITE, MATH 10; COREQUISITE, CHEMISTRY 11L						
	CHEM 011L		QUANT CHEM LAB I		LAB	1.0			
P	30166	401	MTW	11:30AM-03:30PM	DEARMAN, H H		22	VE	0268
P	30167	402	MTW	11:30AM-03:30PM	DEARMAN, H H		22	VE	0268
P	30168	403	MTW	11:30AM-03:30PM	DEARMAN, H H		22	VE	0268
			NOTE: COREQUISITE, CHEMISTRY 11						
	CHEM 041		ANALYTICAL METHODS		LEC	2.0			
	30175	001	MTWRF	09:45AM-11:15AM	BUCK, R P		80	VE	0207
			NOTE: PREREQUISITE, CHEMISTRY 21 OR 25H						
	CHEM 041L		LAB ORG/ANALY BIO		LAB	1.0			
	30176	401	MTW	01:15PM-05:00PM	BUCK, R P		22	VE	0207
	30177	402	MTW	01:15PM-05:00PM	BUCK, R P		22	VE	0207

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	CHEM 041L		LAB ORG/ANALY BIO		(CONT.)LAB	1.0			
	30178	403	MTW	01:15PM-05:00PM	BUCK, R P		22	VE	0207
			NOTE: PREREQUISITE OR COREQUISITE, CHEMISTRY 41 OR 45H						
	CHEM 061		INTRO ORG CHEM I		LEC	3.0			
	30179	001	MTWRF	08:00AM-09:30AM	SQUIBB, S D		125	VE	0207
			NOTE: PREREQUISITE, CHEMISTRY 21 OR 25H						
	CHEM 062		INTRO ORG CHEM II		LEC	3.0			
	30180	001	MTWRF	11:30AM-01:00PM	SQUIBB, S D		80	VE	0207
			NOTE: PREREQUISITE, CHEMISTRY 61 OR 65H						
	CHEM 062L		LAB ORGANIC CHEM		LAB	1.0			
	30181	401	TWR	01:15PM-05:00PM	EVANS, S A		22	VE	0224
	30182	402	TWR	01:15PM-05:00PM	EVANS, S A		22	VE	0224
	30183	403	TWR	01:15PM-05:00PM	EVANS, S A		22	VE	0224
			NOTE: PREREQUISITE OR COREQUISITE, CHEMISTRY 62 OR 66H						
	CHEM 099		RES CHEM UNDERGRAD		LEC	3.0			
	30184	001		*TBA*	BUCK, R P		12		
			NOTE: PERMISSION REQUIRED FROM DEPARTMENT						
	CHEM 101		SPEC PROBS IN CHEM		LEC	*VAR*			
	30185	001		*TBA*	DEARMAN, H H		5		
			NOTE: PERMISSION REQUIRED FROM DEPARTMENT						
	CHEM 180		INTRO BIOPHYS CHEM		LEC	3.0			
	31644	001	MTWRF	09:45AM-11:15AM	DEARMAN, H H		50	VE	0221
	CHEM 331		RES/METH/BIOLO CHEM		LEC	*VAR*			
	30187	001		*TBA*	STAFF		5		
	CHEM 341		RES/METH/ANALY CHEM		LEC	*VAR*			
	30188	001		*TBA*	STAFF		10		
	CHEM 351		RES/METH/INORG CHEM		LEC	*VAR*			
	30189	001		*TBA*	STAFF		5		
	CHEM 361		RES/METH/ORG CHEM		LEC	*VAR*			
	30190	001		*TBA*	STAFF		5		
	CHEM 381		RES/METH/PHYS CHEM		LEC	*VAR*			
	30191	001		*TBA*	STAFF		5		
	CHEM 393		MASTERS THESIS		LEC	*VAR*			
	30192	001		*TBA*	STAFF		5		
	CHEM 394		DOCTORAL DISSERT		LEC	*VAR*			
	30193	001		*TBA*	STAFF		10		
	CHEM 400		GEN REGISTRATION		LEC	0.0			
	30194	001		*TBA*	STAFF		5		

CHIN (Chinese) 962-4294

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	CHIN 050		CHINESE CIVILIZAT		LEC	3.0			
P	30195	001	MTWRF	01:15PM-02:45PM	SEATON, J P		100	DE	0208

CLAR (Classical Archaeology) 962-7191

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	CLAR 341		SPECIAL READING		LEC	3.0			
	30197	001		*TBA*	STAFF		5		
	CLAR 393		MASTERS THESIS		LEC	*VAR*			
	30198	001		*TBA*	STAFF		5		

CLAS (Classics) 962-7191

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	CLAS 033		AGE OF PERICLES		LEC	3.0			
P	31526	001	MTWRF	11:30AM-01:00PM	SMITH, P		46	MU	0217

CMPL (Comparative Literature) 962-1055

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	CMPL 022		GREAT BOOKS II		LEC	3.0			
P	31391	001	MTWRF	09:45AM-11:15AM	PERFETTI, L		15	DE	0313
	CMPL 140		READING COURSE		LEC	*VAR*			
1	30202	001		*TBA*	KENNEDY, E D		5		
	CMPL 393		MASTERS THESIS		LEC	*VAR*			
	30203	001		*TBA*	KENNEDY, E D		5		
	CMPL 394		DOCTORAL DISSERT		LEC	*VAR*			
	30204	001		*TBA*	KENNEDY, E D		5		
	CMPL 400		GEN REGISTRATION		LEC	0.0			
	30205	001		*TBA*	KENNEDY, E D		5		

COMM (Communication Studies) 962-1127

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	COMM 013		PUBLIC SPEAKING		LEC	3.0			
	31533	001	MTWRF	08:00AM-09:30AM	STAFF		25	BI	0101
	31534	002	MTWRF	01:15PM-02:45PM	STAFF		25	BI	0108
	COMM 022		INTRO INTERPER COMM		LEC	3.0			
	31535	001	MTWRF	11:30AM-01:00PM	STAFF		25	BI	0217
	COMM 023		SMALL GROUP COMM		LEC	3.0			
	31536	001	MTWRF	08:00AM-09:30AM	STAFF		25	BI	0108
	COMM 024		GENDER COMMUNICAT		LEC	3.0			
X	31579	001	MTWRF	09:45AM-11:15AM	WOOD, J T		17	BI	0108
	COMM 034		FILM/VIDEO PROD		LEC	3.0			
M	31537	001	MTR	01:15PM-03:50PM	KOCELA, P		16	SW	0110
	COMM 041		MEDIA CRITICISM		LEC	3.0			
P	31538	001	MTWRF	11:30AM-01:00PM	STAFF		25	SW	001A
	COMM 060		INTRO/PERF OF LIT		LEC	3.0			
P	31541	001	MTWRF	11:30AM-01:00PM	STAFF		25	BI	0203
	COMM 061		INTRO TO GROUP PERF		LEC	3.0			
Q,1	31540	001	MTWRF	09:45AM-11:15AM	FERGUSON, P H		18	BI	0203
	COMM 063		PERF AFRO/AF-AM LIT		LEC	3.0			
P,Q	31539	001	MTWRF	08:00AM-09:30AM	STAFF		25	BI	0203
	COMM 080		CULTURAL DIVERSITY		LEC	3.0			
X,P	31611	001	MTWRF	01:15PM-02:45PM	MURRAY, G J		15	GA	0106
	COMM 090		INTERNSHIP		LEC	*VAR*			
M,1	31544	001		*TBA*	MAY, S K		10		
	COMM 091		IND STUDY/DIR READ		LEC	*VAR*			
M,1	31546	005		*TBA*	FERGUSON, P H		3		
M,1	31568	010		*TBA*	KINDEM, G A		3		
M,1	31569	011		*TBA*	ROSENFELD, L B		3		
M,1	31570	012		*TBA*	WOOD, J T		3		
M,1	31571	013		*TBA*	MAY, S K		3		
	COMM 126		NONVERBAL COMM		LEC	3.0			
	31543	001	MTWRF	09:45AM-11:15AM	ROSENFELD, L B		30	BI	0101
	COMM 229		HUMAN RELATIONSHIPS		LEC	3.0			
Y	31572	001	MTR	03:15PM-05:50PM	WOOD, J T		15	BI	0101
	COMM 390		PRACT/COMM STUDIES		LEC	*VAR*			
M,Y	31590	001		*TBA*	STAFF		5		

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FIRST SESSION

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FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	COMM 391		DIRECTED RESEARCH		LEC	3.0			
M,Y	31587	001		*TBA*	STAFF		10		
	COMM 393		MASTER'S THESIS		LEC	*VAR*			
M,Y	31588	001		*TBA*	STAFF		10		
	COMM 400		GEN REGISTRATION		LEC	0.0			
M,Y	31589	001		*TBA*	STAFF		5		

COMP (Computer Science) 962-1700

	COMP 004		COMP:PWR TOOLS/MIND		LEC	3.0			
	30206	090	MTWRF	01:15PM-02:45PM	MINE, MARK RAY		40	SN	0011
	30207	091	MTWR	06:30PM-08:30PM	WEBER, HANS		40	SN	0011
	COMP 014		INTRO PROGRAMMING		LEC	3.0			
P	30208	090	MTWRF	09:45AM-11:15AM	KUPSTAS, EILEEN		40	SN	0011
P	30209	091	MTWRF	03:00PM-04:30PM	KATZ, ROBERT AL		40	SN	0011
	COMP 090		RES IN COMP SCIENCE		LEC	*VAR*			
	30212	009		*TBA*	BROOKS, F P		5		
	COMP 096		COMPUTERS & SOCIETY		LEC	3.0			
P	30213	090	MTWRF	11:30AM-01:00PM	HOFFMAN, DOUG		40	SN	0011
	COMP 390		RESEARCH SEMINAR		LEC	*VAR*			
	30216	033		*TBA*	PRINS, J F		5		
	COMP 393		MASTERS THESIS		LEC	*VAR*			
	30217	002		*TBA*	MAGO, G A		5		
	30218	003		*TBA*	STANAT, D F		5		
	30219	004		*TBA*	CALINGAERT, P		5		
	30220	006		*TBA*	PIZER, S M		5		
	30221	009		*TBA*	BROOKS, F P		5		
	30222	010		*TBA*	WEISS, S F		5		
	30223	011		*TBA*	FUCHS, H		5		
	30224	021		*TBA*	WHITTED, J T		5		
	30225	022		*TBA*	HEDLUND, K S		5		
	30226	025		*TBA*	SMITH, J B		5		
	30227	026		*TBA*	HALTON, J H		5		
	30228	027		*TBA*	BEARD, D V		5		
	30229	028		*TBA*	PLAISTED, D A		5		
	30230	030		*TBA*	WATANABE, H		5		
	30231	031		*TBA*	COGGINS, J M		5		
	30232	033		*TBA*	PRINS, J F		5		
	30233	034		*TBA*	TYAGI, A		5		
	30234	039		*TBA*	BISHOP, G		5		
	30235	040		*TBA*	JEFFAY, K		5		
	30236	041		*TBA*	WELCH, J		5		
	30237	042		*TBA*	SMITH, F D		5		
	30238	050		*TBA*	MARSHALL, J A		5		
	COMP 394		DOCTORAL DISSERT		LEC	*VAR*			
	30239	002		*TBA*	MAGO, G A		5		
	30240	003		*TBA*	STANAT, D F		5		
	30241	004		*TBA*	CALINGAERT, P		5		
	30242	006		*TBA*	PIZER, S M		5		
	30243	009		*TBA*	BROOKS, F P		5		
	30244	010		*TBA*	WEISS, S F		5		
	30245	011		*TBA*	FUCHS, H		5		
	30246	021		*TBA*	WHITTED, J T		5		
	30247	022		*TBA*	HEDLUND, K S		5		
	COMP 394		DOCTORAL DISSERT		(CONT.)LEC	*VAR*			
	30248	025		*TBA*	SMITH, J B		5		
	30249	026		*TBA*	HALTON, J H		5		
	30250	027		*TBA*	BEARD, D V		5		
	30251	028		*TBA*	PLAISTED, D A		5		
	30252	030		*TBA*	WATANABE, H		5		
	30253	031		*TBA*	COGGINS, J M		5		
	30254	032		*TBA*	POULTON, J		5		
	30255	033		*TBA*	PRINS, J F		5		
	30256	034		*TBA*	TYAGI, A		5		
	30257	040		*TBA*	JEFFAY, K		5		
	30258	041		*TBA*	WELCH, J		5		
	30259	042		*TBA*	SMITH, F D		5		
	30260	050		*TBA*	MARSHALL, J A		5		
	30261	059		*TBA*	STOTTS, P D		5		
	COMP 400		GEN REGISTRATION		LEC	0.0			
	30262	001		*TBA*	HEDLUND, K S		10		

DECO (Dental Ecology) 966-2787

	DECO 202A		BIOS IN DENT		LEC	1.0			
	30263	001		*TBA*	PHILLIPS, C		20		
	DECO 231F		CLIN GERIATRIC DENT		LEC	1.0			
	30264	001		*TBA*	BECK, J D		3		
	DECO 393		MASTER'S THESIS		LEC	*VAR*			
	30265	001		*TBA*	BECK, J D		3		

DHED (Dental Hygiene Education) 966-2800

	DHED 301		RESEARCH		LEC	*VAR*			
	30266	001		*TBA*	WILDER, R S		12		
	DHED 393		MASTERS THESIS		LEC	*VAR*			
1	30267	001		*TBA*	WILDER, R S		10		
	DHED 400		GEN REGISTRATION		LEC	0.0			
	30268	001		*TBA*	STAFF		10		

DHYG (Dental Hygiene) 966-2800

	DHYG 067L		CLIN DENT HYG		LAB	3.0			
	30269	401		*TBA*	MANN, G B		30		
	DHYG 093		ADVANCED CLIN D/HYG		LEC	*VAR*			
	30270	001		*TBA*	MAURIELLO, S M		5		
	DHYG 097		DH SPEC PRACTICUM		LEC	5.0			
	30271	001		*TBA*	MAURIELLO, S M		5		

DNED (Dental Education) 966-4451

	DNED 240		TEACH SKILLS/DNED		LEC	1.0			
	30272	001		*TBA*	SMITH, A		24		

DRAM (Dramatic Art) 962-1132

	DRAM 015		ELEMENTS OF DRAMA		LEC	3.0			
P	30273	001	MTWRF	09:45AM-11:15AM	FISHELL, JULIE		23	AL	0203
P	31621	002	MTWRF	11:30AM-01:00PM	FISHELL, JULIE		23	AL	0203

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	DRAM 016		ELEMENTS OF THEATRE		LEC	3.0			
P	30274	001	MTWRF	08:00AM-09:30AM	RINEHART, S		23	GM	0216
	DRAM 020		PLAY ANALYSIS		LEC	3.0			
P	30275	001	MTWRF	09:45AM-11:15AM	RINEHART, S		23	GM	0216
	DRAM 035		ACTING/NON-MAJORS		LEC	3.0			
	30276	001	MTWRF	08:00AM-09:30AM	CORVINUS, D		10	GM	0006
	30277	002	MTWRF	09:45AM-11:15AM	STRONG, K		10	GM	0103
	30278	003	MTWRF	09:45AM-11:15AM	CORVINUS, D		10	GM	0006
	30279	004	MTWRF	09:45AM-11:15AM	BARNETT, P		10	GM	0208
	30280	005	MTWRF	11:30AM-01:00PM	STRONG, K		10	GM	0103
	30281	006	MTWRF	11:30AM-01:00PM	BARNETT, P		10	GM	0208
	DRAM 056		MVMT FOR THE ACTOR		LEC	3.0			
	30283	001	MTWRF	08:00AM-09:30AM	PADILLA, JULIE		10	GM	0103
	DRAM 060		STAGECRAFT		LEC	3.0			
	30284	001	MTWRF	08:00AM-09:30AM	MANNING, B		15	PG	0222
	30285	002	MTWRF	09:45AM-11:15AM	ROLLERI, M		15	PG	0222
	30286	003	MTWRF	11:30AM-01:00PM	ROLLERI, M		15	PG	0222

ECOL (Ecology) 962-1270

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ECOL 201		SEM IN ECOLOGY		LEC	2.0			
1,M	30294	001		*TBA*	REICE, S R		2		
			NOTE: ECOLOGY GRADUATE STUDENTS ONLY						
	ECOL 202		FIELD EXPER ECOL		LEC	2.0			
M,1	30295	001		*TBA*	REICE, S R		5		
			NOTE: PERMISSION OF INSTRUCTOR REQUIRED						
	ECOL 203		MASTER SCI PAPER		LEC	3.0			
	30296	001		*TBA*	REICE, S R		2		
	ECOL 250		SPEC TOPICS IN ECOL		LEC	*VAR*			
1	30297	001		*TBA*	REICE, S R		5		
			NOTE: PERMISSION OF INSTRUCTOR REQUIRED						
	ECOL 300		RES IN ECOLOGY		LEC	*VAR*			
M	30298	001		*TBA*	STAFF		5		
			NOTE: ECOLOGY GRADUATE STUDENTS ONLY						
	ECOL 393		MASTERS THESIS		LEC	*VAR*			
	30299	001		*TBA*	STAFF		5		
	ECOL 394		DOCTORAL DISSERT		LEC	*VAR*			
	30300	001		*TBA*	STAFF		5		
	ECOL 400		GEN REGISTRATION		LEC	0.0			
	30301	001		*TBA*	STAFF		5		

ECON (Economics) 966-2383

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ECON 010		ECON: INTRO		LEC	3.0			
P	30304	001	MTWRF	08:00AM-09:30AM	STAFF		35	GA	0007
P	30305	002	MTWRF	09:45AM-11:15AM	STAFF		35	GA	0103
P	30306	003	MTWRF	11:30AM-01:00PM	STAFF		35	GA	0007
	ECON 070		ECONOMIC STATISTICS		LEC	3.0			
	30309	001	MTWRF	11:30AM-01:00PM	STAFF		25	GA	0104
	ECON 091		WOMEN AND ECONOMICS		LEC	3.0			
P,X	31626	001	MTWRF	09:45AM-11:15AM	WILLIS		35	GA	0007
	ECON 100		APPLIED MICRO		LEC	3.0			
	30310	001	MTWRF	08:00AM-09:30AM	STAFF		35	GA	0103
	30311	002	MTWRF	09:45AM-11:15AM	STAFF		35	GA	0106
	ECON 101		MICRO THEORY		LEC	3.0			
	30312	001	MTWRF	11:30AM-01:00PM	WILDE, J A		30	GA	0309
	ECON 130		MACRO THRY & POLICY		LEC	3.0			
	30313	001	MTWRF	08:00AM-09:30AM	STAFF		35	GA	0106
	ECON 132		IN TH/MONEY INC EMP		LEC	3.0			
	30314	001	MTWRF	09:45AM-11:15AM	PARKE, W R		30	GA	0209
	ECON 141		ANALY PUBLIC FIN		LEC	3.0			
Q	30315	001	MTWRF	08:00AM-09:30AM	WILDE, J A		35	GA	0209
	ECON 159		HIST/ECON DOCTRINES		LEC	3.0			
P	30316	001	MTWRF	09:45AM-11:15AM	MCFARLAND, D		35	GA	0104
	ECON 163		ECON DEVELOPMENT		LEC	3.0			
Q	30317	001	MTWRF	09:45AM-11:15AM	STAFF		25	GA	0307
	ECON 185		FINANCIAL MARKETS		LEC	3.0			
Q	30318	001	MTWRF	11:30AM-01:00PM	PARKE, W R		30	GA	0307
	ECON 190		ECON OF LABOR REL		LEC	3.0			
Q	30319	001	MTWRF	11:30AM-01:00PM	WILLIS, R A		35	GA	0106
	ECON 393		MASTERS THESIS		LEC	*VAR*			
	30322	001		*TBA*	FIELD, A J		5		
	ECON 394		DOCTORAL DISSERT		LEC	*VAR*			
	30323	001		*TBA*	STAFF		5		
	ECON 399		SEMINAR		LEC	*VAR*			
1	30324	001		*TBA*	STAFF		5		
	ECON 400		GEN REGISTRATION		LEC	0.0			
	30325	001		*TBA*	STAFF		5		

EDCI (Educational Curriculum & Instruction) 966-1346

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EDCI 180		METH TCHG ESL		LEC	3.0			
	31458	001		*TBA*	COLLIE		15		
	EDCI 199		INDEPT STUDY IN C&I		LEC	*VAR*			
1	30326	001		*TBA*	DAY, B D		10		
	30327	002		*TBA*	SPIEGEL, D L		10		
1	30328	003		*TBA*	ROGERS, D		5		
	30329	004		*TBA*	DAY, B D		5		
	30330	005		*TBA*	HEINING-BOYN, A		5		
	30331	009		*TBA*	BRICE, R		5		
	30332	010		*TBA*	COLLIE, ELLEN R		15		
	EDCI 303		PROB-C & I		LEC	3.0			
	30336	001		*TBA*	HANNUM, W		10		
	EDCI 306		PRACTICUM IN C & I		LEC	*VAR*			
	30337	001		*TBA*	WILEMAN, R E		5		
	30338	002		*TBA*	SPIEGEL, D L		5		
	30339	003		*TBA*	HENNIS, S		5		
	30340	004		*TBA*	BALLEW, H		5		
	30341	005		*TBA*	PALMER, W S		5		
	30342	006		*TBA*	DAY, B D		5		

EDFO (Educational Foundations) 966-1346

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EDFO 120		SOC FOUND AM EDUC		LEC	3.0			
	30343	001	MTWRF	08:00AM-09:30AM	PHILLIPS, R C		35	PE	0203
	EDFO 180		STATISTICS I		LEC	4.0			
	30344	001	MTWRF	01:00PM-02:50PM	STAFF		25	PE	0104
	EDFO 201		PSY LEARNING SCHOOL		LEC	3.0			
	30345	001	MTWR	04:15PM-06:15PM	STUCK, G B		30	PE	0204

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

FIRST SESSION

NOTE: For footnotes, see page A1 or A25. Perspective lists are found under Course Offerings.

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EDFO 380		STATISTICS III		LEC	3.0			
	30349	001	MTWR	03:30PM-05:45PM	WARE, W B		30	PE	0104
	EDFO 393		MASTERS THESIS		LEC	*VAR*			
	30350	001		*TBA*	HANNUM, W		10		
	EDFO 394		DOCTORAL DISSERT		LEC	*VAR*			
	30351	007		*TBA*	GEORGE, J R		5		
	30352	009		*TBA*	WASIK, B H		5		
	30353	010		*TBA*	SIMEONSSON, R		5		
	30354	013		*TBA*	YODER, O E		5		
	30355	014		*TBA*	DAY, B O		5		
	30356	016		*TBA*	SCHULTE, A		5		
	30357	017		*TBA*	BAILEY, O		5		
	30358	019		*TBA*	GALASSI, J P		5		
1	30359	020		*TBA*	SAKATA, R T		5		
	30360	021		*TBA*	MORRISON, J		5		
	30361	022		*TBA*	BRANTLEY, J C		5		
	30362	023		*TBA*	PELOSI, J		5		
	30363	024		*TBA*	PALMER, W S		5		
	30364	025		*TBA*	NOBLIT, G W		5		
	30365	026		*TBA*	WHITE, K P		5		
	EDFO 400		GEN REGISTRATION		LEC	0.0			
	30367	001		*TBA*	STAFF		10		

EDSP (Education, Specialized Professional Programs) 966-1346

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EDSP 199		INDEPENDENT STUDY		LEC	*VAR*			
	30369	147		*TBA*	STONE, L		5		
	EDSP 200		INTRO TO SCH COUNS		LEC	3.0			
1	30370	001	MTWRF	09:45AM-01:00PM	GALASSI, J P		25	PE	0216
	EDSP 201		THEO OF COUNSELING		LEC	3.0			
	31661	001	MTWRF	12:50AM-04:00PM	STAFF		25	PE	0218
	EDSP 207		INTERN SCH CO/CONS		LEC	*VAR*			
	30371	001		*TBA*	PEROT		15		
	EDSP 209		ISSUES/ORG GUD SERV		LEC	3.0			
1	30372	001	MTWRF	04:00PM-07:00PM	BROWN, O		25	PE	0216
	EDSP 224		PRNT/FMLY HNDCP CHD		LEC	3.0			
	30373	001	TR	01:00PM-04:50PM	WINTON, P		20	PE	0215
	EDSP 228		EXTERN SCHL PSYCH		LEC	*VAR*			
1	30374	001		*TBA*	BRANTLEY, J C		15		
	EDSP 325		PROB IN SCH PSYCH		LEC	*VAR*			
	31459	001		*TBA*	SIMEONSSOM		10		
	30379	002		*TBA*	BABINSKI, L M		1		
	EDSP 340		MASTER'S INTSHP		LEC	*VAR*			
	30380	001		*TBA*	BOONE, H		5		

EDUC (Education) 966-1346

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EDUC 054		SOC CNCPTS PR AM ED		LEC	3.0			
	30384	001	MTWRF	09:45AM-11:15AM	PHILLIPS, R C		30	PE	0203
	EDUC 065		TEACH PROFESSION		LEC	1.5			
	30385	001	MTWRF	08:00AM-09:30AM	STAFF		10	PE	0206
	EDUC 066		PLAN FOR TEACHING		LEC	4.5			
	30386	001	MTWRF	09:45AM-01:00PM	STAFF		15	PE	0206
	EDUC 072		PSY OF LEARNING		LEC	3.0			
	30387	001	MTWRF	11:30AM-01:00PM	STAFF		30	PE	0204
	EDUC 153		CONT RDNG & WRTNG		LEC	3.0			
	30388	001	MTWRF	08:00AM-09:30AM	SPIEGEL, O L		25	PE	0311

ENDO (Endodontics) 966-2707

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ENDO 212C		ENDO SEMINAR		LEC	4.0			
	30389	001		*TBA*	PETTIETTE, M		5		
	ENDO 220C		RESEARCH		LEC	5.0			
	30390	001		*TBA*	PETTIETTE, M		5		
	ENDO 393		THESIS		LEC	*VAR*			
	30391	001		*TBA*	STAFF		5		
	ENDO 400		GEN REGISTRATION		LEC	0.0			
	30392	001		*TBA*	STAFF		4		

ENGL (English) 962-5481

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ENGL 011		ENG COMP & RHETORIC		LEC	3.0			
	30393	001	MTWRF	09:45AM-11:15AM	STAFF		20	BI	0301
	ENGL 012		ENG COMP & RHETORIC		LEC	3.0			
	30397	001	MTWRF	08:00AM-09:30AM	STAFF		20	BI	0301
	30398	002	MTWRF	09:45AM-11:15AM	STAFF		20	BI	0306
	30399	003	MTWRF	11:30AM-01:00PM	STAFF		20	GL	0107
	ENGL 020		ENG LIT/MID AGE/18C		LEC	3.0			
P	30402	001	MTWRF	08:00AM-09:30AM	O'NEILL, P P		30	GL	0304
	ENGL 021		ENG LIT 19TH-20THC		LEC	3.0			
P	30403	001	MTWRF	09:45AM-11:15AM	KIRKPATRICK, R		30	GL	0301
P	31576	002	MTWRF	11:30AM-01:00PM	STAFF		30	GL	0305
	ENGL 023		INTRO TO FICTION		LEC	3.0			
P	30404	001	MTWRF	08:00AM-09:30AM	MILLS, J L		35	GL	0301
	ENGL 024		CONTEMP LIT		LEC	3.0			
P	31577	001	MTWRF	11:30AM-01:00PM	HARPER, H M		35	GL	0301
	ENGL 052		CHAUCER		LEC	3.0			
P	30407	001	MTWRF	09:45AM-11:15AM	O'NEILL, P P		35	GL	0304
	ENGL 054		16TH-CENT ENGL LIT		LEC	3.0			
P	30408	001	MTWRF	11:30AM-01:00PM	MILLS, J L		25	GL	0304
	ENGL 066		PROSE/POET CLAS PER		LEC	3.0			
P	31581	001	MTWRF	08:00AM-09:30AM	THOMPSON, J P		25	GL	0302
	ENGL 072		CHIEF ROMANTC POETS		LEC	3.0			
P	31583	001	MTWRF	01:15PM-02:45PM	KIRKPATRICK, R		25	GL	0302
	ENGL 081		AMER LIT 1865-1930		LEC	3.0			
P	30410	001	MTWRF	11:30AM-01:00PM	GURA, P F		35	GL	0302
	ENGL 083		THE AMERICAN NOVEL		LEC	3.0			
P	30411	001	MTWRF	08:00AM-09:30AM	HARPER, H M		35	GL	0305
	ENGL 084		AFRO-AM LIT TO 1950		LEC	3.0			
P	31584	001	MTWRF	09:45AM-11:15AM	GREENE, J L		35	GL	0302
	ENGL 154		16TH CENT ENGL LIT		LEC	3.0			
Y	30415	001	MTWRF	11:30AM-01:00PM	MILLS, J L		10	GL	0304
	ENGL 166		ENG LIT 1700-1780		LEC	3.0			
Y	31592	001	MTWRF	08:00AM-09:30AM	THOMPSON, J P		10	GL	0302
	ENGL 172		ROMANTIC PERIOD		LEC	3.0			
Y	31593	001	MTWRF	01:15PM-02:45PM	KIRKPATRICK, R		10	GL	0302
	ENGL 393		MASTERS THESIS		LEC	*VAR*			
	30418	001		*TBA*	STAFF		20		
	ENGL 394		DOCTORAL DISSERT		LEC	*VAR*			
	30419	001		*TBA*	STAFF		20		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ENGL 397		DIRECTED READINGS	LEC	*VAR*			
	30420	001	*TBA*	STAFF		10		

ENVR (Environmental Sciences & Engineering) 966-3844

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ENVR 098		SENIOR THESIS	LEC	3.0			
	30421	001	*TBA*	CRAWFORD-BROD, D		10		
	ENVR 099		UNDERGRAD RESEARCH	LEC	3.0			
1	30422	001	*TBA*	STAFF		10		
	ENVR 100		READ ENV SCI/ENG	LEC	*VAR*			
1	30423	001	*TBA*	STAFF		10		
	ENVR 200		PROB IN ENV SCI/ENG	LEC	*VAR*			
	30424	001	*TBA*	STAFF		15		
	ENVR 273		WSTEWAT TRMT PL DES	LEC	3.0			
	30425	001	MTWRF 08:00AM-11:10AM	STAFF		20		
	ENVR 320		RES IN ENV CHEM	LEC	*VAR*			
	30426	001	*TBA*	STAFF		25		
	ENVR 330		RES IN ENV BIOL	LEC	*VAR*			
	30427	001	*TBA*	STAFF		25		
	ENVR 340		RES AIR/INDUST HYG	LEC	*VAR*			
	30428	001	*TBA*	STAFF		25		
	ENVR 341		RES AIR/IND HYG ENG	LEC	*VAR*			
	30429	001	*TBA*	STAFF		25		
	ENVR 350		RES ENV/MGMT PROT	LEC	*VAR*			
	30430	001	*TBA*	STAFF		25		
	ENVR 360		RES IN RAD HYGIENE	LEC	*VAR*			
	30431	001	*TBA*	STAFF		15		
	ENVR 370		INV/WATER RES ENG	LEC	*VAR*			
	30432	001	*TBA*	STAFF		25		
	ENVR 390		RES ENVIR HLTH SCI	LEC	*VAR*			
	30433	001	*TBA*	STAFF		25		
	ENVR 392		MASTERS TECH REPORT	LEC	*VAR*			
	30434	001	*TBA*	STAFF		25		
	ENVR 393		MASTERS THESIS	LEC	*VAR*			
	30435	001	*TBA*	STAFF		25		
	ENVR 394		DOCTORAL DISSERT	LEC	*VAR*			
	30436	001	*TBA*	STAFF		25		
	ENVR 400		GEN REGISTRATION	LEC	0.0			
	30437	001	*TBA*	STAFF		200		

EPID (Epidemiology) 966-7458

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EPID 140		PROBS IN EPID	LEC	*VAR*			
1	30438	001	*TBA*	STAFF		40		
1	30439	002	*TBA*	SHY, CARL M.		40		
			NOTE: ENVIRONMENTAL EPIDEMIOLOGY					
1	30440	003	*TBA*	SHY, CARL M.		40		
			NOTE: STRATEGIES OF PREVENTION FOR CLINICIANS					
1	30441	004	*TBA*	SHY, CARL M.		40		
1	30442	005	*TBA*	SHY, CARL M.		20		
1	30443	006	*TBA*	SHY, CARL M.		20		
1	30444	007	*TBA*	SHY, CARL M.		20		
1	30445	008	*TBA*	SHY, CARL M.		20		
	EPID 315		FLD TRGN IN EPID	LEC	*VAR*			
	31618	001	*TBA*	STAFF		10		
	EPID 315		FLD TRGN IN EPID	(CONT.)LEC	*VAR*			
1	30446	002	*TBA*	WEINTRAUB, J		10		
	EPID 360		RES IN EPIDEMIOLOGY	LEC	*VAR*			
1	30447	001	*TBA*	STAFF		10		
	EPID 380		HOSPITAL EPID	LEC	*VAR*			
1	30448	001	*TBA*	WEBER,DJ		10		
	EPID 392		MASTER'S PAPER	LEC	*VAR*			
	30449	001	*TBA*	RANSOHOFF, D F		20		
1	30450	004	*TBA*	CORNONI-HUNT, J		5		
	30451	005	*TBA*	HULKA, B S		10		
	30452	006	*TBA*	IBRAHIM, M A		5		
	30453	008	*TBA*	KAPLAN, B H		10		
	30454	013	*TBA*	TYROLER, H A		10		
	30455	014	*TBA*	SHY, C M		10		
	30456	041	*TBA*	HEISS, G		10		
	30457	054	*TBA*	DEFRIESE, G H		5		
	30458	061	*TBA*	WILCOX, A J		5		
	30459	064	*TBA*	SCHOENBACH, V J		10		
	30460	073	*TBA*	SANDLER, R S		5		
	30461	082	*TBA*	YANKASKAS, B		5		
	30462	084	*TBA*	BOEHLECKE, B A		3		
	30463	087	*TBA*	TILSON, H H		5		
	30464	088	*TBA*	RUNYAN, D K		5		
	30465	090	*TBA*	SANDLER, D P		5		
	30466	092	*TBA*	STAMM, J W		5		
	30467	096	*TBA*	WEBER, D J		10		
	30468	099	*TBA*	WING, S B		10		
	30469	100	*TBA*	MCCANN, M F		10		
	30470	101	*TBA*	SAVITZ, D A		10		
	30471	104	*TBA*	BAIRD, D D		5		
	30472	105	*TBA*	WILLIAMS, M E		5		
	30473	108	*TBA*	BLAZER, D G		5		
	30474	112	*TBA*	WEIGLE, K W		10		
	30475	116	*TBA*	FORTNEY, J A		5		
	30476	118	*TBA*	VINE, M F		10		
	30477	121	*TBA*	GUESS, H A		10		
	30478	124	*TBA*	ALDRICH, T E		5		
	30479	125	*TBA*	HARRIS, R P		10		
	30480	127	*TBA*	THOMAS, J C		10		
	30481	130	*TBA*	LOOMIS, D P		10		
	30482	131	*TBA*	SLOANE, P D		5		
	30483	137	*TBA*	HERTZ-PICCIO, I		10		
	30484	139	*TBA*	NEWMAN, B M		10		
	30485	142	*TBA*	BARIC, R S		10		
	30486	143	*TBA*	HALL, J E		10		
	30487	144	*TBA*	SEED, J R		10		
	30488	145	*TBA*	STAMM, L V		10		
	30489	147	*TBA*	OLSHAN, A F		10		
	30490	161	*TBA*	ROYCE, R A		10		
	30491	162	*TBA*	ROSAMOND, W D		10		
	30492	164	*TBA*	HUNT, R		10		

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

FIRST SESSION

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FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EPID 392		MASTER'S PAPER		(CONT.)LEC	*VAR*			
	30493	165		*TBA*	KOHLMEIER, L		10		
	30494	166		*TBA*	MILLIKAN, R C		10		
	30495	167		*TBA*	BECK, JAMES D.		10		
	30496	172		*TBA*	STEVENS, J		10		
	31623	174		*TBA*	MOE, CHRISTINE		10		
	EPID 394		DOCTORAL DISSERT		LEC	*VAR*			
1	30497	001		*TBA*	WEINTRAUB, J		20		
	30498	004		*TBA*	CORNONI-HUNT, J		5		
	30499	005		*TBA*	HULKA, B S		10		
	30500	006		*TBA*	IBRAHIM, M A		3		
	30501	008		*TBA*	KAPLAN, B H		15		
	30502	013		*TBA*	TYROLER, H A		15		
	30503	014		*TBA*	SHY, C M		15		
	30504	041		*TBA*	HEISS, G		10		
	30505	054		*TBA*	DEFRIESE, G H		10		
	30506	061		*TBA*	WILCOX, A J		5		
	30507	064		*TBA*	SCHOENBACH, V J		15		
	30508	073		*TBA*	SANDLER, R S		10		
	30509	082		*TBA*	YANKASKAS, B		5		
	30510	084		*TBA*	BOEHLECKE, B A		3		
	30511	087		*TBA*	TILSON, H H		5		
	30512	088		*TBA*	RUNYAN, D K		10		
	30513	090		*TBA*	SANDLER, D P		5		
	30514	092		*TBA*	STAMM, J W		3		
	30515	096		*TBA*	WEBER, D J		10		
	30516	099		*TBA*	WING, S B		10		
	30517	100		*TBA*	MCCANN, M F		10		
	30518	101		*TBA*	SAVITZ, D A		15		
	30519	104		*TBA*	BAIRD, D D		5		
	30520	105		*TBA*	WILLIAMS, M E		5		
	30521	108		*TBA*	BLAZER, D G		3		
	30522	112		*TBA*	WEIGLE, K W		15		
	30523	116		*TBA*	FORTNEY, J A		5		
	30524	118		*TBA*	VINE, M F		10		
	30525	121		*TBA*	GUESS, H A		10		
	30526	124		*TBA*	ALDRICH, T E		3		
	30527	125		*TBA*	HARRIS, R P		5		
	30528	127		*TBA*	THOMAS, J C		15		
	30529	130		*TBA*	LOOMIS, D P		10		
	30530	131		*TBA*	SLOANE, P D		3		
	30531	137		*TBA*	HERTZ-PICCIO, I		10		
	30532	139		*TBA*	NEWMAN, B M		10		
	30533	142		*TBA*	BARIC, R S		10		
	30534	143		*TBA*	HALL, J E		10		
	30535	144		*TBA*	SEED, J R		10		
	30536	145		*TBA*	STAMM, L V		10		
	30537	147		*TBA*	OLSHAN, A F		10		
	30538	161		*TBA*	ROYCE, R A		10		
	30539	162		*TBA*	ROSAMOND, W D		10		
	30540	164		*TBA*	HUNT, R		10		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EPID 394		DOCTORAL DISSERT		(CONT.)LEC	*VAR*			
	30541	165		*TBA*	KOHLMEIER, L		10		
	30542	166		*TBA*	MILLIKAN, R C		10		
	30543	167		*TBA*	BECK, JAMES D.		10		
	30544	172		*TBA*	STEVENS, J		10		
	31624	174		*TBA*	MOE, CHRISTINE		10		
	EPID 400		GEN REGISTRATION		LEC	0.0			
	30545	001		*TBA*	STAFF		30		

FOLK (Folklore) 962-4065

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	FOLK 393		MASTERS THESIS		LEC	*VAR*			
	30547	001		*TBA*	STAFF		10		
	FOLK 395		SEMINAR IN FOLKLORE		LEC	3.0			
	30548	001		*TBA*	STAFF		10		
	FOLK 400		GEN REGISTRATION		LEC	0.0			
	30549	001		*TBA*	STAFF		5		

FREN (French) 962-2062

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	FREN 001		ELEMENTARY FRENCH		LEC	4.0			
P	30550	001	MTWRF	09:45AM-11:15AM	STAFF		25	DE	0201
			T	01:15PM-02:45PM				DE	0201
	FREN 002		ELEMENTARY FRENCH		LEC	4.0			
P	30551	001	MTWRF	09:45AM-11:15AM	STAFF		25	DE	0202
			T	01:15PM-02:45PM				DE	0202
	FREN 003		INTERMEDIATE FRENCH		LEC	3.0			
P	30552	001	MTWRF	09:45AM-11:15AM	STAFF		25	DE	0203
P	30553	002	MTWRF	09:45AM-11:15AM	STAFF		25	DE	0307
	FREN 040		FR THEA IN TRANSLAT		LEC	3.0			
	30560	001	MTWRF	09:45AM-11:15AM	DANIEL, G B		40	DE	0305
	FREN 095		SPECIAL TOPICS		LEC	3.0			
1	30561	001		*TBA*	VOGLER, F W		5		
	FREN 101X		ELEM FRE/GRAD/STU		LEC	3.0			
	30563	001	MTWRF	03:00PM-04:30PM	STAFF		20	DE	0210
	FREN 340		SPECIAL READINGS		LEC	*VAR*			
	30564	001		*TBA*	MONTGOMERY, E D		5		
	FREN 393		MASTERS THESIS		LEC	*VAR*			
	30565	001		*TBA*	MONTGOMERY, E D		5		
	FREN 394		DOCTORAL DISSERT		LEC	*VAR*			
	30566	001		*TBA*	MONTGOMERY, E D		5		

GEOG (Geography) 962-8901

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	GEOG 010		PHYSICAL GEOGRAPHY		LEC	3.0			
P	30569	001	MTWRF	11:30AM-01:00PM	BUTLER, D R		40	SA	0212
	GEOG 020		WORLD REGIONS		LEC	3.0			
P	30570	001	MTWRF	09:45AM-11:15AM	STAFF		40	SA	0212
	GEOG 023		CULTURAL LANDSCAPES		LEC	3.0			
P	31636	001	MTWRF	11:30AM-01:00PM	GESLER, W M		25	SA	0215
	GEOG 095		TOPICS IN GEOG		LEC	*VAR*			
	30572	001		*TBA*	HAWLEY, A J		5		
	GEOG 098		HONORS COURSE		LEC	3.0			
	30573	001		*TBA*	HAWLEY, A J		5		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	GEOG 166		EASTERN ASIA		LEC	3.0			
P	30574	001	MTWRF	11:30AM-01:00PM	EYRE, J D		25	SA	0201
	GEOG 168		AFRICA		LEC	3.0			
P	31638	001	MTWRF	08:00AM-09:30AM	GESLER, W M		25	SA	0215
	GEOG 173		SPATIAL DATA REPRES		LEC	3.0			
	30575	001	MTWRF	09:45AM-11:15AM	WALSH, S J		15	SA	0201
	GEOG 211		SPECIAL WORK		LEC	*VAR*			
	30576	001	*TBA*		GESLER, W M		10		
	GEOG 393		MASTERS THESIS		LEC	*VAR*			
	30577	001	*TBA*		GESLER, W M		5		
	GEOG 394		DOCTORAL DISSERT		LEC	*VAR*			
	30578	001	*TBA*		GESLER, W M		5		
	GEOG 400		GEN REGISTRATION		LEC	0.0			
	30579	001	*TBA*		GESLER, W M		5		

GEOL (Geology) 966-4516

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	GEOL 011		INTRODUCTORY GEOL		LEC	3.0			
P	30580	001	MTWRF	09:45AM-11:15AM	FULLAGAR, P D		40	MT	0205
	GEOL 011L		INTRODUCTORY GEOL L		LAB	1.0			
P	30581	401	MW	02:00PM-04:50PM	STAFF		22	MT	0007
	GEOL 199		SPEC PROBS GEOL		LEC	*VAR*			
1	30585	001	*TBA*		STAFF		5		
	GEOL 392		RESEARCH		LEC	*VAR*			
	30586	001	*TBA*		STAFF		5		
	GEOL 393		MASTERS THESIS		LEC	*VAR*			
	30587	001	*TBA*		STAFF		5		
	GEOL 394		DOCTORAL DISSERT		LEC	*VAR*			
	30588	001	*TBA*		STAFF		5		
	GEOL 400		GEN REGISTRATION		LEC	0.0			
	30589	001	*TBA*		STAFF		5		

GERM (German) 966-1641

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	GERM 001		ELEMENTARY GERMAN		LEC	4.0			
P	30590	001	MTWRF	08:00AM-09:30AM	STAFF		24	DE	0412
			M	01:00PM-02:50PM				DE	0412
	GERM 003		INTERMEDIATE GERMAN		LEC	3.0			
P	30591	001	MTWRF	08:00AM-09:30AM	STAFF		24	DE	0410
	GERM 046		STUDIES IN GERM LIT		LEC	3.0			
	31575	001	MTWRF	09:45AM-11:15AM	SCOTT, M A		24	DE	0412
			NOTE: TALE(S) OF TWO CITIES: VIENNA AND PRAGUE 1900						
			LITERATURE IN ENGLISH TRANSLATION						
			AESTHETIC PERSPECTIVE						
	GERM 393		MASTERS THESIS		LEC	*VAR*			
	30597	001	*TBA*		STAFF		5		
	GERM 394		DOCTORAL DISSERT		LEC	*VAR*			
	30598	001	*TBA*		STAFF		5		
	GERM 400		GEN REGISTRATION		LEC	0.0			
	30599	001	*TBA*		STAFF		5		

GNET (Genetics) 966-2681

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	GNET 350		TRAIN GNET TEACH		LEC	3.0			
	30600	001	*TBA*		LORD, S T		3		
	GNET 393		MASTERS THESIS		LEC	*VAR*			
	30601	001	*TBA*		LORD, S T		5		
	GNET 394		DOCTORAL DISSERT		LEC	*VAR*			
	30602	001	*TBA*		LORD, ST		5		

GREK (Greek) 962-7191

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	GREK 341		SPECIAL READING		LEC	3.0			
	30603	001	*TBA*		STAFF		5		
	GREK 393		MASTERS THESIS		LEC	*VAR*			
	30604	001	*TBA*		STAFF		5		
	GREK 394		DOCTORAL DISSERT		LEC	*VAR*			
	30605	001	*TBA*		STADTER, P A		5		
	30606	026	*TBA*		SMITH, P		5		

HBHE (Health Behavior & Health Education) 966-5771

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	HBHE 090		FIELD TRAINING		LEC	4.0			
	30607	001	*TBA*		HATCH, J W		5		
	HBHE 091		FLD TRNG EVALUATION		LEC	2.0			
	30608	001	*TBA*		HATCH, J W		5		
	HBHE 140		PROB HLTH EDUC		LEC	*VAR*			
	30609	001	*TBA*		MUTRAN, E L		5		
	30610	002	*TBA*		JACKSON, E J		5		
	HBHE 141		PROB HLTH EDUC		LEC	*VAR*			
	30612	001	*TBA*		HATCH, J W		5		
	30613	002	*TBA*		STECKLER, A		5		
	30614	003	*TBA*		JACKSON, C		5		
	HBHE 142		PROB HLTH EDUC		LEC	*VAR*			
	30615	001	*TBA*		ENG, E		5		
	30616	002	*TBA*		EARP, J L		5		
	30617	003	*TBA*		DEVELLIS, B M		5		
	HBHE 200		SPC STUD BEHAV CH		LEC	*VAR*			
	30618	001	*TBA*		SORENSON, J R		5		
	30619	002	*TBA*		BAUMAN, K		5		
	30620	003	*TBA*		RUNYAN, C		5		
	HBHE 201		SPC STUD BEHAV CH		LEC	*VAR*			
	30621	001	*TBA*		DAWSON, L H		5		
	30622	002	*TBA*		DEVELLIS, R F		5		
	HBHE 392		MASTERS PAPER		LEC	*VAR*			
	30626	001	*TBA*		STAFF		5		
	HBHE 393		MASTERS THESIS		LEC	*VAR*			
1	30627	001	*TBA*		STAFF		5		
	HBHE 394		DOCTORAL DISSERT		LEC	*VAR*			
	30628	001	*TBA*		DEVELLIS, B M		5		
	HBHE 400		GEN REGISTRATION		LEC	0.0			
	30629	001	*TBA*		STAFF		40		

HIST (History) 962-2115

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	HIST 011		HIST OF WES CIV I		LEC	3.0			
P	30630	001	MTWRF	09:45AM-11:15AM	SMITH, J M		46	MU	0217
	HIST 021		AM HIST TO 1865		LEC	3.0			
P	30638	001	MTWR	04:15PM-06:15PM	NELSON, J K		22	HM	0523
	HIST 022		AM HIST SINCE 1865		LEC	3.0			
P	30641	001	MTWRF	01:15PM-02:45PM	BARNEY, W L		60	SA	0306

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FIRST SESSION

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FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	HIST 031		RUSSIA 1861-PRESENT		LEC	3.0			
P	31392	001	MTWRF	11:30AM-01:00PM	BROOKS, E W		24	GL	0103
	HIST 067		NC HIST SINCE 1865		LEC	3.0			
P	31393	001	MTWRF	01:15PM-02:45PM	LELOUDIS, J L		40	SA	0212
	HIST 074		AM WEST, 1800-PRES		LEC	3.0			
P	30649	001	MTWRF	11:30AM-01:00PM	LOTCHIN, R W		25	HM	0517
	HIST 088		JAPAN SINCE 1945		LEC	3.0			
P	31395	001	MTWRF	09:45AM-11:15AM	FLETCHER, W M		20	HM	0570
	HIST 089		PEACE & WAR		LEC	3.0			
X	31396	001	MTWR	06:30PM-08:30PM	BROOKS, E W		25	SA	0212
	HIST 090		TOPICS IN HISTORY		LEC	3.0			
1,X	30650	001	MTR	03:15PM-05:50PM	HIGGINBOTHAM, R		15	HM	0570
			NOTE: "A HISTORY OF SPORT IN AMERICA"						
	HIST 091		INDEP STD HIST		LEC	3.0			
	30651	001		*TBA*	STAFF		5		
	HIST 145		AMER COLONIAL EXPER		LEC	3.0			
P	31399	001	MTWRF	09:45AM-11:15AM	HIGGINBOTHAM, R		20	HM	0523
	HIST 148		CIVIL WAR AMERICA		LEC	3.0			
X	30655	001	MTWRF	03:00PM-04:30PM	BARNEY, W L		20	SA	0306
	HIST 299		INDEP STUDY/GR STU		LEC	3.0			
	30656	001		*TBA*	STAFF		5		
	HIST 393		MASTERS THESIS		LEC	*VAR*			
	30659	001		*TBA*	STAFF		15		
	HIST 394		DOCTORAL DISSERT		LEC	*VAR*			
	30660	001		*TBA*	STAFF		15		
	HIST 400		GEN REGISTRATION		LEC	0.0			
	30661	001		*TBA*	STAFF		15		

HPAA (Health Policy & Administration) 966-7359

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	HPAA 097		FIELD TRAIN I HPAA		LEC	3.0			
	30662	001		*TBA*	BENDER, D E		35		
	HPAA 140		READINGS IN HPAA		LEC	*VAR*			
	30665	001		*TBA*	BENDER, D E		10		
	30666	002		*TBA*	DESHARNAIS, S		10		
	30667	003		*TBA*	JAIN, S		10		
	30668	004		*TBA*	ZELMAN, W		10		
	30669	005		*TBA*	PARKER, B		10		
	30670	006		*TBA*	SIMPSON, K		10		
	30671	007		*TBA*	ALLEN, J		10		
	30672	008		*TBA*	KILPATRICK, K		10		
	30673	010		*TBA*	HALVERSON, P		2		
	HPAA 209		FIELD WORK IN HPAA		LEC	*VAR*			
	30676	001		*TBA*	STAFF		1		
	HPAA 392		MASTER'S PAPER		LEC	*VAR*			
	30686	001		*TBA*	BIDDLE, A		25		
	30687	002		*TBA*	STAFF		2		
	30688	003		*TBA*	STAFF		5		
	30689	011		*TBA*	STAFF		10		
	30690	142		*TBA*	STAFF		15		
	HPAA 394		DOCTORAL DISSERT		LEC	*VAR*			
	30691	001		*TBA*	ROZIER, G		15		
	HPAA 400		GEN REGISTRATION		LEC	0.0			
	30692	001		*TBA*	KILPATRICK, K		60		

INLS (Information & Library Science) 962-8366

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	INLS 102		INTRO TO COMPUTING		LEC	3.0			
	31444	001	MTWRF	01:15PM-02:45PM	GANT, SP		35	MA	0208
	INLS 110		SELECTED TOPICS		LEC	3.0			
	30694	053	MTWRF	01:30PM-04:30PM	KOCHTANEK, T R		40	MA	0307
			SECTION TITLE: LIBRARY AUTOMATION						
			NOTE: CLASS MEETS MAY 18-JUNE 2.						
	INLS 151		ORGANIZATION I		LEC	3.0			
	31643	001	MTWRF	08:00AM-09:30AM	SAYE, J O		25	MA	0208
	INLS 153		RESOURCE SEL AND EVAL		LEC	3.0			
	31653	001	MTWRF	11:30AM-01:00PM	SMITH, M M		30	MA	0307
	INLS 201		RESEARCH METHODS		LEC	3.0			
Q	30697	001	MTWRF	09:45AM-11:15AM	LOSEE, R M		30	MA	0307
	INLS 299		FIELD EXPERIENCE		LEC	3.0			
1	30698	001		*TBA*	CAMERON, M E		20		
1	30699	002		*TBA*	CAMERON, M E		20		
	INLS 300		STUDY IN ILS		LEC	*VAR*			
1	30700	001		*TBA*	STAFF		30		
	INLS 379		INFO. RETR. RES.		LEC	*VAR*			
1	31656	001		*TBA*	STAFF		10		
	INLS 389		COMMUNICATION RES.		LEC	*VAR*			
1	31657	001		*TBA*	STAFF		10		
	INLS 393		MASTER'S PAPER		LEC	*VAR*			
1	30702	001		*TBA*	STAFF		30		
	INLS 394		DOCTORAL DISSERT		LEC	*VAR*			
1	30703	001		*TBA*	STAFF		15		
	INLS 399		ILS RESEARCH		LEC	*VAR*			
1	31658	001		*TBA*	STAFF		10		
	INLS 400		GEN REGISTRATION		LEC	0.0			
	30704	001		*TBA*	STAFF		15		

INTS (International Studies) 962-5442

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	INTS 077		GLOBAL ISSUES		LEC	3.0			
	31594	001	MTWRF	03:00PM-04:30PM	PRICE, P		35	MU	0100
	INTS 080		CULTURAL DIVERSITY		LEC	3.0			
	31595	001	MTWRF	09:45AM-11:15AM	DZUR, A		35	MU	0107
	INTS 090		HONORS IN INTS		LEC	3.0			
	30705	001		*TBA*	GRIFFITHS, D		10		
	INTS 091		HONORS IN INTS		LEC	3.0			
	30706	001		*TBA*	GRIFFITHS, D		10		
	INTS 099		IND STUDY IN INTS		LEC	*VAR*			
	30707	001		*TBA*	ULIN, R O		5		

ISP (International Student Program) 962-7001

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ISP 059		EXCH IN COPENHAGEN		LEC	*VAR*			
	30708	001		*TBA*	STAFF		15		
	ISP 070		EXCH IN LONDON		LEC	*VAR*			
	30709	001		*TBA*	STAFF		20		
	ISP 073		EXCH IN MEXICO		LEC	*VAR*			
	30710	001		*TBA*	STAFF		15		
	ISP 077		STDY IN ROSTOV		LEC	*VAR*			
	30711	001		*TBA*	STAFF		15		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ISP 084		EXCH IN VIENNA		LEC	*VAR*			
	30712	001		*TBA*	STAFF		15		

ITAL (Italian) 962-2062

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ITAL 001		ELEMENTARY ITALIAN		LEC	3.0			
P	30713	001	MTWRF	09:45AM-11:15AM	STAFF		25	DE	0204
	ITAL 095		SPC TOPS IN ITAL		LEC	3.0			
	30716	001		*TBA*	RAO, E		5		
	ITAL 340		SPECIAL READINGS		LEC	*VAR*			
	30717	001		*TBA*	RAO, E		5		
	ITAL 393		MASTERS THESIS		LEC	*VAR*			
	3071B	001		*TBA*	RAO, E		5		
	ITAL 394		DOCTORAL DISSERT		LEC	*VAR*			
	30719	001		*TBA*	RAO, E		5		

JOMC (Journalism & Mass Communication) 962-1204

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	JOMC 011		WORLD OF MASS COMM.		LEC	3.0			
P	30720	001	MTWRF	11:30AM-01:00PM	BITTNER, J		60	HO	0203
	JOMC 053		NEWS WRITING		LEC	4.0			
1	30721	001	MTWRF	08:00AM-11:00AM	SHUMAKER, J H		20	HO	0106
1	30722	002	MTWRF	01:15PM-04:15PM	SHUMAKER, J H		20	HO	0106
	JOMC 054		REPORTING		LEC	3.0			
	30723	001	MTWRF	09:45AM-11:15AM	ELLIOTT, J		20	HO	0107
	JOMC 057		NEWS EDITING		LEC	3.0			
	30724	001	MTWR	08:00AM-11:15AM	CLOUO, G W		14	HO	0006
	JOMC 085		GRAPHIC DESIGN		LEC	3.0			
	30725	001	MTWR	11:30AM-02:00PM	ANTHONY, J		20	HO	0201
	JOMC 097		INDV STUDY		LEC	3.0			
1	30726	001		*TBA*	STAFF		5		
	JOMC 112		BLACK PRESS&US HIST		LEC	3.0			
	31531	001	MTWRF	11:30AM-01:00PM	AMANA, H		20	HO	0107
	JOMC 130		PRINCIPLES OF P.R.		LEC	3.0			
	30727	001	MTWRF	01:15PM-02:45PM	STRAUGHAN, O		60	HO	0203
	JOMC 164		INTRO MASS COMM LAW		LEC	3.0			
	30729	001	MTWRF	08:00AM-09:30AM	8ITTNER, J		60	HO	0203
	JOMC 170		PRINC OF ADVERTIS		LEC	3.0			
	30730	001	MTWRF	09:45AM-11:15AM	BOWERS, T A		60	HO	0203
	JOMC 191		PROSEM IN CONT JOUR		LEC	*VAR*			
	30731	001	MTWR	08:00AM-10:30AM	WILLIAMS, MICHA		20	HO	0201
			NOTE: "TEAM JOURNALISM"						
	JOMC 345		READING & RESEARCH		LEC	*VAR*			
1	30734	001		*TBA*	STAFF		5		
	31532	030	MTWRF	09:45AM-11:15AM	BLANCHARO, M		10	MU	0103
			NOTE: "THE SCOPE OF THE FIELD"						
	JOMC 393		MASTERS THESIS		LEC	*VAR*			
1	30735	001		*TBA*	STAFF		5		
	JOMC 394		DOCTORAL DISSERT		LEC	*VAR*			
1	30736	001		*TBA*	STAFF		5		
	JOMC 400		GEN REGISTRATION		LEC	0.0			
	30737	001		*TBA*	STAFF		5		

LATN (Latin) 962-7191

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	LATN 001		ELEMENTARY LATIN		LEC	4.0			
P	30738	001	MTWRF	09:45AM-11:15AM	STAFF		25	MU	0102
			R	11:30AM-01:00PM				MU	0102
	LATN 393		MASTERS THESIS		LEC	*VAR*			
	30747	001		*TBA*	STAFF		5		
	3074B	004		*TBA*	HOUSTON, G W		5		
	LATN 394		DOCTORAL DISSERT		LEC	*VAR*			
	30749	001		*TBA*	LINOERSKI, J		5		
	30750	027		*TBA*	LINOERSKI, J		5		
	LATN 400		GEN REGISTRATION		LEC	0.0			
	30751	001		*TBA*	STAFF		5		

LING (Linguistics) 962-1192

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	LING 030		INTRO TO LANG		LEC	3.0			
P	30752	001	MTWRF	09:45AM-11:15AM	TSIAPERA, M		20	OE	0304
	LING 393		MASTERS THESIS		LEC	*VAR*			
	30753	001		*TBA*	STAFF		5		
	LING 394		DOCTORAL DISSERT		LEC	*VAR*			
	30754	001		*TBA*	STAFF		5		
	LING 400		GEN REGISTRATION		LEC	0.0			
	30755	001		*TBA*	STAFF		5		

LSRA (Leisure Studies & Recreation Administration) 962-1222

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	LSRA 010		INTRO LEISURE SERV		LEC	3.0			
	30756	001	MTWRF	09:45AM-11:15AM	8IALESCHKI, M D		35	PE	021B
	LSRA 096		IND STUDY IN LSRA		LEC	*VAR*			
	30757	001		*TBA*	STAFF		15		
	LSRA 101		WOMEN, WORK&LEISURE		LEC	3.0			
P,X	31625	001	MTR	03:15PM-05:50PM	HENOERSON, K A		20	PE	021B
	LSRA 180		SUP FLD TRG IN RECR		LEC	3.0			
	30758	001		*TBA*	HENOERSON, K A		25		
	LSRA 199		SELECTED ISSUES SEM		LEC	*VAR*			
1	30759	001		*TBA*	STAFF		10		
	LSRA 280		INTRNSHP RECR ADMIN		LEC	3.0			
1	30760	001		*TBA*	HENOERSON, K A		20		
	LSRA 290		INDEP FLD STUDY		LEC	3.0			
	30761	001		*TBA*	STAFF		10		
	LSRA 393		MASTERS THESIS		LEC	*VAR*			
	30762	001		*TBA*	STAFF		5		
	LSRA 400		GEN REGISTRATION		LEC	0.0			
	30763	001		*TBA*	STAFF		5		

LTAM (Latin American Studies) 966-1484

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	LTAM 160		INTEN YUCATEC MAYA		LEC	*VAR*			
1	30764	001	MTWRF	08:00AM-12:30PM	MACLEAO, 8		15	OE	0205

MASC (Marine Sciences) 962-1252

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	MASC 138		ENVR PROC COST ZONE		LEC	*VAR*			
Q	30765	003		*TBA*	FRANKENBERG, O		20		
	MASC 141		SPEC PROB MAR BIOL		LEC	*VAR*			
X	3157B	001		*TBA*	STAFF		30		

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

FIRST SESSION

NOTE: For footnotes, see page A1 or A25. Perspective lists are found under Course Offerings.

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	MASC 199		SPECIAL TOPICS MASC		LEC	*VAR*			
	30766	003	*TBA*		FRANKENBERG, D		5		
	30767	031	*TBA*		PETERSON, C H		2		
	30768	039	*TBA*		PAERL, H W		2		
	30769	044	*TBA*		HAY, M E		2		
	30770	047	*TBA*		WELLS, J T		2		
	30771	048	*TBA*		LUETTICH, R A		2		
	30772	053	*TBA*		LINDQUIST, NIEL		2		
	MASC 300		RES MAR SCIENCE		LEC	*VAR*			
	31580	001	*TBA*		STAFF		5		
	MASC 393		MASTERS THESIS		LEC	*VAR*			
	30773	003	*TBA*		FRANKENBERG, D		3		
	30774	010	*TBA*		MARTENS, C S		3		
	30775	012	*TBA*		NEUMANN, A.C.		3		
	30776	022	*TBA*		KOHLMEYER, J J		3		
	30777	027	*TBA*		LUETTICH, R A		3		
	30778	031	*TBA*		PETERSON, C H		3		
	30779	039	*TBA*		PAERL, H W		3		
	30780	044	*TBA*		HAY, M E		1		
	30781	047	*TBA*		WELLS, J T		3		
	30782	048	*TBA*		LUETTICH, R A		1		
	MASC 394		DOCTORAL DISSERT		LEC	*VAR*			
	30783	003	*TBA*		FRANKENBERG, D		3		
	30784	010	*TBA*		MARTENS, C S		3		
	30785	012	*TBA*		NEUMANN, A.C.		3		
	30786	027	*TBA*		BANE, J M		3		
	30787	031	*TBA*		PETERSON, C H		3		
	30788	032	*TBA*		CRENSHAW, M A		3		
	30789	039	*TBA*		PAERL, H W		3		
	30790	044	*TBA*		HAY, M E		1		
	30791	047	*TBA*		WELLS, J T		3		
	30792	048	*TBA*		LUETTICH, R A		3		
	MASC 400		GEN REGISTRATION		LEC	0.0			
	30793	001	*TBA*		ALPERIN, M J		5		
	30794	027	*TBA*		BANE, J M		1		

MATH (Mathematics) 962-1294

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	MATH 010		ALGEBRA		LEC	3.0			
Q	30795	001	MTWR	06:30PM-08:30PM	STAFF		35	PH	0381
	MATH 017		FINITE MATHEMATICS		LEC	3.0			
Q,P	31389	001	MTWRF	08:00AM-09:30AM	STAFF		35	PH	0332
	MATH 018		SELECTED TOP/MATH		LEC	3.0			
P,Q	30797	001	MTWRF	11:30AM-01:00PM	STAFF		35	PH	0383
	MATH 022		CALCULUS BUS/SS		LEC	3.0			
P,Q	30798	001	MTWRF	09:45AM-11:15AM	STAFF		35	PH	0367
	MATH 030		TRIG/ANAL GEOMETRY		LEC	3.0			
P,Q	30799	001	MTWRF	08:00AM-09:30AM	STAFF		35	PH	0383
P,Q	30800	002	MTWRF	01:15PM-02:45PM	STAFF		35	PH	0381
	MATH 031		CALC FUNC ONE VAR I		LEC	3.0			
P,Q	30802	001	MTWRF	11:30AM-01:00PM	STAFF		35	PH	0367
P,Q	30803	002	MTWR	06:30PM-08:30PM	STAFF		35	PH	0383
	MATH 032		CAL FUNC ONE VAR II		LEC	3.0			
P,Q	30806	001	MTWRF	11:30AM-01:00PM	STAFF		35	PH	0224
	MATH 033		CALC FUNC SEV VAR		LEC	3.0			
P,Q	30809	001	MTWRF	08:00AM-09:30AM	STAFF		35	PH	0367
	MATH 081		DISCRETE MATH		LEC	3.0			
P,Q	30810	001	MTWRF	09:45AM-11:15AM	STAFF		35	PH	0332
	MATH 083		LIN/ALG DIFF EQ		LEC	3.0			
P,Q	30811	001	MTWRF	11:30AM-01:00PM	STAFF		35	PH	0330
	MATH 121		ADVANCED CALCULUS I		LEC	3.0			
Q,P	30812	001	MTWRF	08:00AM-09:30AM	STAFF		35	PH	0381
	MATH 134		ELE OF MOD ALGEBRA		LEC	3.0			
Q,P	31390	001	MTWRF	09:45AM-11:15AM	STAFF		35	PH	0381
	MATH 147		MATRIX THEORY		LEC	3.0			
Q,P	30814	001	MTWRF	11:30AM-01:00PM	STAFF		35	PH	0381
	MATH 390		SEMINAR & DIR READ		LEC	*VAR*			
	30815	001	*TBA*		WILLIAMS, M		5		
	MATH 393		MASTERS THESIS		LEC	*VAR*			
	30816	001	*TBA*		WILLIAMS, M		5		
	MATH 394		DOCTORAL DISSERT		LEC	*VAR*			
	30817	001	*TBA*		WILLIAMS, M		5		
	MATH 400		GEN REGISTRATION		LEC	0.0			
	30818	001	*TBA*		WILLIAMS, M		20		

MCRO (Microbiology & Immunology) 966-1191

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	MCRO 115		SPEC TOPS BACT/IMMU		LEC	*VAR*			
	30819	001	*TBA*		STAFF		5		
	MCRO 301		RESEARCH		LEC	*VAR*			
	30820	001	*TBA*		CANNON, J G		5		
	MCRO 393		MASTERS THESIS		LEC	*VAR*			
	30821	001	*TBA*		CANNON, J G		5		
	MCRO 394		DOCTORAL DISSERT		LEC	*VAR*			
	30822	001	*TBA*		CANNON, J G		5		

MEDC (Medicinal Chemistry) 962-0099

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	MEDC 141		INTRO TO RES MEDC		LEC	*VAR*			
	30823	001	*TBA*		STAFF		5		
	MEDC 361		SEMINAR		LEC	*VAR*			
	30824	001	*TBA*		WYRICK, S D		10		
	MEDC 391		RESEARCH IN MEDC		LEC	*VAR*			
	30825	001	*TBA*		WYRICK, S D		10		
	MEDC 393		MASTERS THESIS		LEC	*VAR*			
	30826	001	*TBA*		WYRICK, S D		10		
	MEDC 394		DOCTORAL DISSERT		LEC	*VAR*			
	30827	001	*TBA*		WYRICK, S D		10		
	MEDC 400		GEN REGISTRATION		LEC	0.0			
	30828	001	*TBA*		WYRICK, S D		15		

MHCH (Maternal & Child Health) 966-2018

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	MHCH 140		PRB MATRNL/CHD/HLTH		LEC	*VAR*			
1	30829	001	*TBA*		KOTELCHUCK, M		2		
1	31564	002	*TBA*		STAFF		5		
1	30831	009	*TBA*		MILLER, C R		5		
1	30832	014	*TBA*		UDRY, J R		2		
1	30833	017	*TBA*		KOTCH, J		5		
1	30834	030	*TBA*		BROWNE, D		4		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE OAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLOG	ROOM
	MHCH 140		PRB MATRNL/CHO/HLTH		(CONT.)LEC	*VAR*			
1	30835	031		*TBA*	PEOPLES-SHEP, M		5		
1	30836	033		*TBA*	FAREL, A		5		
1	30837	034		*TBA*	TSUI, A		5		
1	30838	040		*TBA*	MARTIN, S		5		
1	30839	041		*TBA*	ZAPATA, C		5		
1	30840	043		*TBA*	MARGOLIS, L		5		
1	30841	048		*TBA*	BENNETT, T		5		
1	30B42	049		*TBA*	TELFAIR, J		5		
	MHCH 157		INTRO PUB HLTH SERV		LEC	1.0			
1	31563	001	M	09:00AM-10:50AM	TELFAIR, J		15		
	MHCH 208		CONCUR FLO TRN/MHCH		LEC	*VAR*			
1	30843	003		*TBA*	KOTELCHUCK, M		15		
	MHCH 214		FIELO TRN IN MHCH		LEC	*VAR*			
1,M	30844	001		*TBA*	KOTELCHUCK, M		5		
1,M	30845	009		*TBA*	MILLER, C R		5		
1,M	30846	014		*TBA*	UORY, J R		1		
1,M	30847	017		*TBA*	KOTCH, J.		5		
1,M	30848	030		*TBA*	BROWNE, O		5		
1,M	30849	031		*TBA*	PEOPLES-SHEP, M		1		
1,M	30850	033		*TBA*	FAREL, A		5		
1,M	30851	034		*TBA*	TSUI, A		5		
1,M	30852	040		*TBA*	MARTIN, S		5		
1,M	30853	041		*TBA*	ZAPATA, C		5		
1,M	30854	043		*TBA*	MARGOLIS, L		5		
1,M	30855	048		*TBA*	BENNETT, T		5		
1,M	30856	049		*TBA*	TELFAIR, J		5		
	MHCH 340		MCH OOC INTERNSHIP		LEC	1.0			
1,M	30857	001		*TBA*	FAREL, A		10		
1,M	30858	002		*TBA*	STAFF		10		
1,M	30859	003		*TBA*	STAFF		10		
	MHCH 392		MASTER'S PAPER		LEC	*VAR*			
M	30860	001		*TBA*	KOTELCHUCK, M		5		
M	30861	009		*TBA*	MILLER, C R		5		
M	30862	014		*TBA*	UORY, J R		5		
M	30863	017		*TBA*	KOTCH, J		5		
M	30864	030		*TBA*	BROWNE, O		5		
M	30865	031		*TBA*	PEOPLES-SHEP, M		1		
M	30866	033		*TBA*	FAREL, A		5		
M	30867	034		*TBA*	TSUI, A		5		
M	30868	040		*TBA*	MARTIN, S		5		
M	30869	041		*TBA*	ZAPATA, C		5		
M	30870	043		*TBA*	MARGOLIS, L		5		
M	30871	048		*TBA*	BENNETT, T		5		
M	30872	049		*TBA*	TELFAIR, J		5		
	MHCH 394		OOCTORAL OISSERT		LEC	*VAR*			
M	30873	001		*TBA*	KOTELCHUCK, M		3		
M	30874	009		*TBA*	MILLER, C R		3		
M	30B75	014		*TBA*	UORY, J R		1		
M	30876	017		*TBA*	KOTCH, J		3		
M	30877	030		*TBA*	BROWNE, O		3		
	MHCH 394		OOCTORAL OISSERT		(CONT.)LEC	*VAR*			
M	30B78	031		*TBA*	PEOPLES-SHEP, M		3		
M	30879	033		*TBA*	FAREL, A		3		
M	30880	034		*TBA*	TSUI, A		3		
M	30881	040		*TBA*	MARTIN, S		3		
M	30882	041		*T8A*	ZAPATA, C		3		
M	30883	043		*TBA*	MARGOLIS, L		3		
M	30884	048		*TBA*	BENNETT, T		5		
M	308B5	049		*TBA*	TELFAIR, J		5		
	MHCH 400		GEN REGISTRATION		LEC	0.0			
	30B86	001		*TBA*	STAFF		5		

MUSC (Music) 962-1039

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE OAYS	TIME	ACTIVITY INSTRUCTOR	CREOIT HRS	ENR MAX	8LOG	ROOM
	MUSC 001A		PIANO		LEC	*VAR*			
F,1	30B87	001		*TBA*	STAFF		20		
	MUSC 002		VOICE		LEC	*VAR*			
F,1	30888	001		*TBA*	STAFF		10		
	MUSC 003A		VIOLIN		LEC	*VAR*			
F,1	30889	001		*TBA*	STAFF		5		
	MUSC 003B		VIOLA		LEC	*VAR*			
F,1	30890	001		*TBA*	STAFF		5		
	MUSC 003E		HARP		LEC	*VAR*			
F,1	30891	001		*TBA*	STAFF		5		
	MUSC 007P		CONCERT BANO		LEC	1.0			
	30892	001	MW	04:00PM-05:30PM	HILE, J W		25	HI	0107
	MUSC 0088		UNIVERSITY CHORUS		LEC	1.0			
	30893	001	MW	05:30PM-07:30PM	HUFF, O M		25	PS	0110
	MUSC 020		FUNO MUS CLASSR		LEC	3.0			
Y	30894	001	MTWRF	09:45AM-11:15AM	WHITAKER, NANCY		20	HI	
	MUSC 021		FUNO OF MUSIC I		LEC	3.0			
P	30895	001	MTWRF	08:00AM-09:30AM	OEHLER, O		25	HI	
	MUSC 045		INTRO TO JAZZ		LEC	3.0			
P	30900	001	MTWRF	11:30AM-01:00PM	SMITH, B		50	HI	
	MUSC 088		ORCHESTRA MUSIC		LEC	3.0			
P	31585	001	MTWRF	09:45AM-11:15AM	BONOS, M.E.		40	HI	
	MUSC 098		SP STUOS UNOERGRAO		LEC	3.0			
	30902	001		*TBA*	ANOREWS, H L		5		
	MUSC 2088		UNIVERSITY CHORUS		LEC	1.5			
Y	30903	001	MW	05:30PM-07:30PM	HUFF, O M		5	PS	0110
	MUSC 298		SPECIAL STUOIES		LEC	*VAR*			
Y	30904	001		*TBA*	FINSON, J W		5		
Y	30905	002		*TBA*	KALAM, T		5		
	MUSC 393		MASTERS THESIS		LEC	*VAR*			
	30906	001		*TBA*	STAFF		5		
	MUSC 394		OOCTORAL OISSERT		LEC	*VAR*			
	30907	001		*TBA*	FINSON, J		5		
	MUSC 400		GEN REGISTRATION		LEC	0.0			
	30908	001		*TBA*	FINSON, J		10		

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

FIRST SESSION

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NBIO (Neurobiology) 966-1260

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	NBIO 394		DOCTORAL DISSERT	LEC	*VAR*			
M	30909	001	*TBA*	OXFORD, G S		21		
	NBIO 400		GEN REGISTRATION	LEC	0.0			
M	30910	001	*TBA*	OXFORD, G S		20		

NURS (Nursing) 966-4260

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	NURS 081		CARE MANAGEMENT	LEC	3.0			
	31637	001	*TBA*	STAFF		140		
	NURS 113		SPECIAL PROBLEMS	LEC	*VAR*			
	30915	001	*TBA*	HOGUE, C		2		
	NURS 243		MGMT RESIDENCY	LEC	3.0			
	31639	001	*TBA*	ENGLEBARDT, S		10		
	NURS 269		CLIN PRACTICUM I	LEC	*VAR*			
	30917	001	*TBA*	NETTLES-CARL, B		15		
	NURS 270		CLIN PRACTICUM II	LEC	*VAR*			
	30919	001	*TBA*	NETTLES-CARL, B		6		
	30920	002	*TBA*	FOGEL, C		6		
	NURS 300		SP TPS IN NURS	LEC	*VAR*			
	30922	001	*TBA*	HOGUE, C		5		
	NURS 385		RESEARCH SEM/PRACT	LEC	*VAR*			
	30923	001	*TBA*	HOGUE, C		5		
	NURS 392		RES PROJECT	LEC	*VAR*			
	30924	001	*TBA*	HOGUE, C		10		
	NURS 393		MASTER'S THESIS	LEC	*VAR*			
	30925	001	*TBA*	HOGUE, C		10		
	NURS 394		DOCTORAL DISSERT	LEC	*VAR*			
	30926	001	*TBA*	HOGUE, C		10		
	NURS 400		GEN REGISTRATION	LEC	0.0			
	30927	001	*TBA*	STAFF		5		

NUTR (Nutrition) 966-7212

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	NUTR 098		UGRAD RESEARCH NUTR	LEC	3.0			
	30928	001	*TBA*	STAFF		3		
	NUTR 170		READINGS IN NUTR	LEC	*VAR*			
	31586	001	*TBA*	STAFF		3		
	NUTR 220		CLIN NUTR EXP	LEC	*VAR*			
F,Q	30929	001	*TBA*	BARRETT, C J		30		
	NUTR 252		PUB HLTH FIELD EXP	LEC	4.0			
F,Q	30930	001	*TBA*	OOOOS, J		30		
	NUTR 374		RES ROTATIONS	LEC	*VAR*			
	30931	001	*TBA*	DACOSTA, KERRY-		5		
	NUTR 375		NUTR RES	LEC	*VAR*			
	30932	001	*TBA*	STAFF		5		
	NUTR 392		MASTER'S PAPER	LEC	*VAR*			
	30933	001	*TBA*	STAFF		30		
	NUTR 394		DOCTORAL DISSERT	LEC	*VAR*			
	30934	001	*TBA*	STAFF		10		
	NUTR 400		GEN REGISTRATION	LEC	0.0			
	30935	001	*TBA*	STAFF		5		

OBIO (Oral Biology) 966-4451

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	OBIO 269		MICRO OF ORAL CAVI	LEC	1.0			
	30936	001	*TBA*	GOOOER, H		1		
	OBIO 400		GEN REGISTRATION	LEC	0.0			
	30937	001	*TBA*	STAFF		15		

OCCT (Occupational Therapy) 966-2451

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	OCCT 320A		FIELD EXP/OCCT II	LEC	6.0			
	30939	001	*TBA*	NIELSON, C		17		
	OCCT 320B		FIELD EXP IN OT	LEC	4.0			
	30940	001	*TBA*	NIELSON, C		3		
	OCCT 330		RESEARCH IN OT	LEC	*VAR*			
	30941	001	*TBA*	TAYLOR, E		21		
	OCCT 350		SPECIAL TOPICS	LEC	*VAR*			
	30942	001	*TBA*	STAFF		16		
	OCCT 393		MASTERS THESIS	LEC	*VAR*			
	30943	001	*TBA*	STAFF		5		

OMSU (Oral & Max Surgery) 966-1126

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	OMSU 212C		ADVC ORAL SURGERY	LEC	4.0			
	30944	001	*TBA*	ZUNIGA, J		4		
	OMSU 214C		GEN ANESTHESIA	LEC	2.0			
	30945	001	*TBA*	ZUNIGA, J		4		
	OMSU 215C		PHYSICAL DIAGNOSIS	LEC	4.0			
	30946	001	*TBA*	ZUNIGA, J		4		
	OMSU 220		APPL PHARMACOLOGY	LEC	1.0			
	30947	001	*TBA*	WILLIAMS, D M		25		
	OMSU 393		MASTERS THESIS	LEC	*VAR*			
	30948	001	*TBA*	ZUNIGA, J		8		
	OMSU 400		GEN REGISTRATION	LEC	0.0			
	30949	001	*TBA*	STAFF		3		

OR (Operations Research) 962-8401

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	OR 321		DIR READING OR	LEC	*VAR*			
	30950	001	*TBA*	STAFF		3		
	OR 393		MASTERS THESIS	LEC	*VAR*			
	31631	001	*TBA*	STAFF		10		
	OR 394		DOCTORAL DISSERT	LEC	*VAR*			
	30951	001	*TBA*	STAFF		5		
	OR 400		GEN REGISTRATION	LEC	0.0			
	30952	001	*TBA*	STAFF		5		

ORAD (Oral Radiology) 966-2746

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ORAD 201		PRIN MED HLTH PHYS	LEC	2.0			
	30953	001	*TBA*	TYNDALL, D A		15		
	ORAD 204		ADV ORAL RAD DIAG	LEC	3.0			
	30954	001	*TBA*	TYNDALL, D A		15		
	ORAD 207		AD CL ORAL RAD	LEC	*VAR*			
	30955	001	*TBA*	TYNDALL, D A		15		
	ORAD 302		CL RAD CONF	LEC	1.0			
	30956	001	*TBA*	TYNDALL, D A		15		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE OAYS	TIME	ACTIVITY INSTRUCTOR	CREOIT HRS	ENR MAX	BLOG	ROOM
	ORAO 360		ORAL RAO RES		LEC	*VAR*			
	30957	001		*TBA*	TYNOALL, O A		15		
	ORAO 393		MASTER'S THESIS		LEC	*VAR*			
	30958	001		*TBA*	STAFF		15		

ORPA (Oral Pathology) 966-2746

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE OAYS	TIME	ACTIVITY INSTRUCTOR	CREOIT HRS	ENR MAX	BLOG	ROOM
	ORPA 263		HIST & HIS/PART		LEC	2.0			
	30959	001		*TBA*	STAFF		15		

ORTH (Orthodontics) 966-2769

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE OAYS	TIME	ACTIVITY INSTRUCTOR	CREOIT HRS	ENR MAX	BLOG	ROOM
	ORTH 205C		AOV CLINICAL ORTHO		LEC	7.0			
	30960	001		*TBA*	PROFFIT, W R		10		
	ORTH 209C		PREVENTIVE ORTHO		LEC	3.0			
	30961	001		*TBA*	PROFFIT, W R		12		
	ORTH 215		ORAL/PHARYNGEAL FUN		LEC	1.0			
	30962	001		*TBA*	PROFFIT, W R		12		
	ORTH 301B		RESEARCH		LEC	1.0			
	30963	001		*TBA*	PROFFIT, W R		7		
	ORTH 393		MASTERS THESIS		LEC	*VAR*			
	30964	001		*TBA*	PROFFIT, W R		15		
	ORTH 400		GEN REGISTRATION		LEC	0.0			
	30965	001		*TBA*	STAFF		6		

PALP (Parasitology & Lab Practice) 966-7458

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE OAYS	TIME	ACTIVITY INSTRUCTOR	CREOIT HRS	ENR MAX	BLOG	ROOM
	PALP 140		PROBL PARASITOLOGY		LEC	*VAR*			
	30966	002		*TBA*	GOULSON, H T		3		
	PALP 141		PROBL PARASITOLOGY		LEC	*VAR*			
	30969	014		*TBA*	HALL, J E		2		
	PALP 392		MASTER'S PAPER		LEC	*VAR*			
	30976	021		*TBA*	BARIC, R S		5		
	PALP 394		OOCTORAL OISSERT		LEC	*VAR*			
	30977	002		*TBA*	GOULSON, H T		2		
	30981	021		*TBA*	BARIC, R S		5		
	PALP 400		GEN REGISTRATION		LEC	0.0			
	30982	001		*TBA*	STAFF		10		

PATH (Pathology) 966-4676

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE OAYS	TIME	ACTIVITY INSTRUCTOR	CREOIT HRS	ENR MAX	BLOG	ROOM
	PATH 162		EXPERIMENTAL PATH		LEC	*VAR*			
	30983	001		*TBA*	STAFF		10		
	PATH 302		RESEARCH IN PATHOLOGY		LEC	*VAR*			
	30984	001		*TBA*	STAFF		10		
	PATH 393		MASTERS THESIS		LEC	*VAR*			
	30987	001		*TBA*	STAFF		10		
	PATH 394		OOCTORAL OISSERT		LEC	*VAR*			
	309B8	001		*TBA*	STAFF		15		
	PATH 400		GEN REGISTRATION		LEC	0.0			
	30989	001		*TBA*	STAFF		5		

PEDO (Pediatric Dentistry) 966-2739

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE OAYS	TIME	ACTIVITY INSTRUCTOR	CREOIT HRS	ENR MAX	BLOG	ROOM
	PEOO 204C		AOV CLINICAL PEOO		LEC	3.0			
	30990	001		*TBA*	OILLEY, O		6		
	PEOO 204F		AOV CLINICAL PEOO		LEC	3.0			
	30991	001		*TBA*	OILLEY, O		6		
	PEOO 301A		RESEARCH		LEC	3.0			
	30992	001		*TBA*	ROBERTS, M W		6		
	PEOO 3010		RESEARCH		LEC	5.0			
	30993	001		*TBA*	ROBERTS, M W		6		
	PEOO 393		MASTERS THESIS		LEC	*VAR*			
	30994	001		*TBA*	ROBERTS, M W		6		
	PEOO 400		GEN REGISTRATION		LEC	0.0			
	30995	001		*TBA*	STAFF		5		

PERI (Periodontics) 966-2701

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE OAYS	TIME	ACTIVITY INSTRUCTOR	CREOIT HRS	ENR MAX	BLOG	ROOM
	PERI 250C		AOVANC CLIN PERIO		LEC	3.0			
	30996	001		*TBA*	HUTCHENS, L H		4		
	PERI 251C		CLINICAL PERI		LEC	3.0			
	30997	001		*TBA*	HUTCHENS, L H		4		
	PERI 26BC		CASE ANALYSIS		LEC	2.0			
	3099B	001		*TBA*	HUTCHENS, L H		8		
	PERI 270C		SEMINAR IN PERI		LEC	2.0			
	30999	001		*TBA*	HUTCHENS, L H		5		
	PERI 2B5		OCC/OCC OYSHARMON		LEC	2.0			
	31000	001		*TBA*	GRECO, G G		6		
	PERI 301A		RESEARCH		LEC	5.0			
	31001	001		*TBA*	HUTCHENS, L H		4		
	PERI 393		MASTERS THESIS		LEC	*VAR*			
	31002	001		*TBA*	HUTCHENS, L H		10		
	PERI 400		GEN REGISTRATION		LEC	0.0			
	31003	001		*TBA*	STAFF		4		

PHAD (Pharmacy Administration) 962-0099

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE OAYS	TIME	ACTIVITY INSTRUCTOR	CREOIT HRS	ENR MAX	BLOG	ROOM
	PHAO 391		RESEARCH IN PHAO		LEC	*VAR*			
	31004	001		*TBA*	NORWOOO, G J		5		
	PHAD 393		MASTERS THESIS		LEC	*VAR*			
	31005	001		*TBA*	NORWOOD, G J		10		
	PHAO 394		OOCTORAL OISSERT		LEC	*VAR*			
	31006	001		*TBA*	NORWOOO, G J		10		
	PHAO 400		GEN REGISTRATION		LEC	0.0			
	31007	001		*TBA*	STAFF		5		

PHAR (Pharmacy) 962-0099

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE OAYS	TIME	ACTIVITY INSTRUCTOR	CREOIT HRS	ENR MAX	BLOG	ROOM
	PHAR 171		INTRO RES PHARM		LEC	*VAR*			
	3100B	001		*TBA*	POLLACK, G M		5		
	PHAR 361		SEMINAR		LEC	*VAR*			
	31009	001		*TBA*	POLLACK, G M		5		
	PHAR 391		RESEARCH IN PHARM		LEC	*VAR*			
	31010	001		*TBA*	POLLACK, G M		5		
	PHAR 393		MASTERS THESIS		LEC	*VAR*			
	31011	001		*TBA*	POLLACK, G M		5		
	PHAR 394		OOCTORAL OISSERT		LEC	*VAR*			
	31012	001		*TBA*	POLLACK, G M		5		
	PHAR 400		GEN REGISTRATION		LEC	0.0			
	31013	001		*TBA*	POLLACK, G M		10		

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FIRST SESSION

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PHCO (Pharmacology) 966-1153

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHCO 221		TUTORIAL PHARMACOL		LEC	*VAR*			
1	31014	001		*TBA*	MCCARTHY, K D		18		
	PHCO 301		RES IN PHARMACOL		LEC	*VAR*			
	31015	001		*TBA*	STAFF		15		
	PHCO 394		DOCTORAL DISSERT		LEC	*VAR*			
	31016	001		*TBA*	STAFF		1		
	PHCO 400		GEN REGISTRATION		LEC	0.0			
	31017	001		*TBA*	STAFF		15		

PHIL (Philosophy) 962-7291

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHIL 020		INTRO: MAIN PROBS		LEC	3.0			
P	31018	001	MTWRF	09:45AM-11:15AM	MILLS, A P		30	AL	0207
P	31019	002	MTWRF	11:30AM-01:00PM	BARNES, E		30	BI	0101
	PHIL 021		INTRO SYMBOL LOGIC		LEC	3.0			
P	31020	001	MTWRF	08:00AM-09:30AM	MUNSAT, S M		30	CW	0105
P	31021	002	MTWRF	09:45AM-11:15AM	MUNSAT, S M		30	CW	0105
	PHIL 022		INTRODUCTION ETHICS		LEC	3.0			
P	31022	001	MTWRF	09:45AM-11:15AM	BULL, N P		30	OE	0209
P	31023	002	MTWRF	11:30AM-01:00PM	ELLIOTT, W W		30	DE	0209
	PHIL 032		PHILOSOPHY RELIGION		LEC	3.0			
P,X	31024	001	MTWRF	11:30AM-01:00PM	SCHLESINGE, G		30	OE	0201
	PHIL 033		PHIL PROB ABOUT ART		LEC	3.0			
P	31573	001	MTWRF	09:45AM-11:15AM	VANCE, R D		30	CW	0103
	PHIL 034		BIOETHICS		LEC	3.0			
P	31025	001	MTWRF	08:00AM-09:30AM	BAIN, D T		30	CW	0103
P	31026	002	MTWRF	09:45AM-11:15AM	GAYLORD, SW		30	DE	0302
P	31027	003	MTWRF	09:45AM-11:15AM	ALWARD, P W		30	PE	0220
P	31028	004	MTWRF	11:30AM-01:00PM	STOHR, KAREN E.		30	CW	0105
P	31029	005	MTWRF	01:15PM-02:45PM	DOWNARD, J B		30	CW	0103
	PHIL 046		PHIL ISSU/FEMINISM		LEC	3.0			
P,X	31031	001	MTWRF	08:00AM-09:30AM	WEITZEL, S T		30	OE	0304
P,X	31032	002	MTWRF	09:45AM-11:15AM	REID, J E		30	PE	0215
P,X	31033	003	MTWRF	11:30AM-01:00PM	WHISNANT, R S		30	OE	0306
	PHIL 056		ANCIENT PHILOSOPHY		LEC	3.0			
P	31034	001	MTWRF	09:45AM-11:15AM	GALLIGAN, E M		30	MU	0113
	PHIL 058		MODERN PHILOSOPHY		LEC	3.0			
P	31035	001	MTWRF	11:30AM-01:00PM	VANCE, R D		30	CW	0103
	PHIL 311		READINGS IN PHIL		LEC	3.0			
	31036	001		*TBA*	STAFF		5		
	PHIL 393		MASTERS THESIS		LEC	*VAR*			
	31037	001		*TBA*	STAFF		5		
	PHIL 394		DOCTORAL DISSERT		LEC	*VAR*			
	31038	001		*TBA*	STAFF		5		

PHNU (Public Health Nursing) 966-1069

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHNU 142		READINGS IN PHNU		LEC	*VAR*			
1	31039	001		*TBA*	STAFF		5		
1	31040	002		*TBA*	ATWOOD, J		5		
1	31041	003		*TBA*	PEOPLES-SHEP, M		5		
1	31042	004		*TBA*	STEVENS, R		5		
1	31043	005		*TBA*	ROGERS, B		5		
	PHNU 142		READINGS IN PHNU		(CONT.)LEC	*VAR*			
1	31044	006		*TBA*	FOSHEE, V		5		
1	31045	007		*TBA*	NORBURN, J		5		
1	31046	008		*TBA*	JOHNSON, L		5		
	PHNU 242		INSTRUMENT DVLPMENT		LEC	3.0			
	31048	001		*TBA*	STAFF		5		
	31049	002		*TBA*	ATWOOD, J		5		
	31050	003		*TBA*	PEOPLES-SHEP, M		5		
	31051	004		*TBA*	STEVENS, R		5		
	31052	005		*TBA*	ROGERS, B		5		
	PHNU 283		OHN PRACTICUM I		LEC	*VAR*			
	31053	002		*TBA*	ROGERS, B		5		
	PHNU 284		OHN PRACTICUM II		LEC	*VAR*			
	31054	001		*TBA*	ROGERS, B		5		
	PHNU 392		MASTER'S PAPER		LEC	*VAR*			
	31055	001		*TBA*	STAFF		5		
	31056	002		*TBA*	ATWOOD, J		5		
	31057	003		*TBA*	PEOPLES-SHEP, M		5		
	31058	004		*TBA*	FOSHEE, V		5		
	31059	005		*TBA*	STEVENS, R		5		
	31060	006		*TBA*	ROGERS, B		5		
	31061	007		*TBA*	JOHNSON, L		5		
	31062	008		*TBA*	NORBURN, J		5		
	PHNU 393		MASTERS THESIS		LEC	*VAR*			
	31063	001		*TBA*	ROGERS, B		5		
	PHNU 396		ADV PHNU PRAC II		LEC	*VAR*			
	31064	001		*TBA*	STAFF		5		
	31065	002		*TBA*	ATWOOD, J		10		
	31066	003		*TBA*	STEVENS, R		5		
	31067	004		*TBA*	ROGERS, B		5		
	31068	005		*TBA*	FOSHEE, V		5		
	31069	006		*TBA*	NORBURN, J		5		
	31070	007		*TBA*	JOHNSON, L		5		
	31071	008		*TBA*	PEOPLES-SHEP, M		5		
	PHNU 400		GEN REGISTRATION		LEC	0.0			
	31072	001		*TBA*	STAFF		5		

PHPR (Pharmacy Practice) 962-0099

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHPR 092A		ACAD INTERN PROG		LEC	*VAR*			
	31073	001		*TBA*	CAIOLA, S M		15		
	PHPR 108		CLIN PHAR CLERKSHIP		LEC	*VAR*			
1	31074	001		*TBA*	CAIOLA, S M		5		
	PHPR 135		INTRO RES PHAR PRAC		LEC	*VAR*			
	31075	001		*TBA*	ECKEL, F M		5		
	PHPR 179		MON DRUG THERAP		LEC	3.0			
	31076	001		*TBA*	RAASCH, R H		13		
	PHPR 194		CLIN PHAR CLERKSHIP		LEC	9.0			
	31077	001		*TBA*	RAASCH, R H		15		
	PHPR 361		SEMINAR		LEC	1.0			
	31078	001		*TBA*	ECKEL, F M		10		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHPR 391		RESEARCH IN PHPR		LEC	*VAR*			
	31079	001		*TBA*	ECKEL, F M		10		
	PHPR 393		MASTERS THESIS		LEC	*VAR*			
	31080	001		*TBA*	ECKEL, F M		10		
	PHPR 400		GEN REGISTRATION		LEC	0.0			
	31081	001		*TBA*	STAFF		10		

PHYA (Physical Education Required Activities) 962-0017

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHYA 011		AEROBIC DANCE		LEC	1.0			
	31082	001	MTWRF	08:00AM-09:30AM	REEVES, L H		25	FG	0007
	31083	002	MTWRF	09:45AM-11:15AM	REEVES, L H		25	FG	0007
	PHYA 013		GOLF		LEC	1.0			
	31084	001	MTWRF	08:00AM-09:30AM	STAFF		25	WG	301B
	31085	002	MTWRF	09:45AM-11:15AM	STAFF		25	WG	301B
	PHYA 017		BEGINNING JAZZ		LEC	1.0			
Q	31086	001	MTWRF	09:45AM-11:15AM	TURNER, M.E.		25	WO	0026
	PHYA 019		BEGINNING MOD DANCE		LEC	1.0			
Q	31087	001	MTWRF	11:30AM-01:00PM	TURNER, M.E.		25	WO	0026
	PHYA 020		RACQUETBALL		LEC	1.0			
	31088	001	MTWRF	11:30AM-01:00PM	SILVA, J M		25	FG	0016
	PHYA 020Y		INTERMED RACQUETBAL		LEC	1.0			
	31089	001	MTWRF	01:15PM-02:45PM	SILVA, J.M.		25	FG	0016
	PHYA 027		BEGINNING SWIMMING		LEC	1.0			
	31090	001	MTWRF	09:45AM-11:15AM	MURRAY, D C		25	FG	POOL
	31091	002	MTWRF	11:30AM-01:00PM	MURRAY, D C		25	FG	POOL
	PHYA 029		BEGINNING TENNIS		LEC	1.0			
	31093	001	MTWRF	09:45AM-11:15AM	STAFF		25		
	PHYA 033		WEIGHT TRAINING		LEC	1.0			
	31094	001	MTWRF	08:00AM-09:30AM	STAFF		25	WG	0017
	31095	002	MTWRF	11:30AM-01:00PM	STAFF		25	WG	0017

PHYE (Physical Education, Exercise, & Sport Science) 962-0017

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHYE 041		PERSONAL HEALTH		LEC	3.0			
	31098	001	MTWRF	09:45AM-11:15AM	NEWNAM, B L		30	WG	0304
	31099	002	MTWRF	11:30AM-01:00PM	NEWNAM, B L		30	WG	0304
	PHYE 074		HELP PE ELEM SCHL		LEC	3.0			
	31101	001	MTWRF	08:00AM-09:30AM	MUELLER, F O		25	WG	0303
	31102	002	MTWRF	09:45AM-11:15AM	MUELLER, F O		25	WG	0303
	PHYE 075		ANATOMY		LEC	3.0			
	31596	001	MTWRF	11:30AM-01:00PM	HACKNEY, A C		25	FG	0104
	PHYE 076		PHYSIOLOGY		LEC	3.0			
P	31103	001	MTWRF	09:45AM-11:15AM	MCMURRAY, R G		25	FG	0104
	PHYE 077		HIST-PRIN PHYE		LEC	3.0			
	31104	001	MTWRF	09:45AM-11:15AM	HYATT, R W		25	WG	0302
	PHYE 080		MOTOR SKILL LEARN		LEC	3.0			
	31105	001	MTWRF	11:30AM-01:00PM	PLEASANTS, F		25	WG	301A
	PHYE 081		SPORT PSYCH/SOC		LEC	3.0			
	31106	001	MTWRF	09:45AM-11:15AM	SILVA, J M		25	FG	0109
	PHYE 088		EMERGENCY CARE		LEC	3.0			
	31107	001	MTWRF	08:00AM-09:30AM	MURRAY, D C		25	WG	0302
	31108	002	MTWRF	09:45AM-11:15AM	PLEASANTS, F		25	WG	301A
	PHYE 090		IND STUDIES IN P.E.		LEC	*VAR*			
	31110	001		*TBA*	BILLING, J E		5		
	PHYE 099		ISSUES IN P.E.		LEC	3.0			
	31111	001	MTWRF	11:30AM-01:00PM	HYATT, R W		25	WG	0302
	PHYE 320		RESEARCH IN PHYE		LEC	3.0			
	31112	001		*TBA*	STAFF		5		
	PHYE 393		MASTERS THESIS		LEC	*VAR*			
	31113	001		*TBA*	STAFF		5		

PHYI (Physiology) 966-5241

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHYI 098		RESEARCH IN PHYI		LEC	*VAR*			
1	31114	001		*TBA*	WILLARD, A L		2		
	PHYI 210		PHYSIO LAB ROTATION		LEC	*VAR*			
1	31115	001		*TBA*	WILLARD, A L		10		
	PHYI 211		PHYSIOLOGY/TOPICS		LEC	*VAR*			
1	31116	001		*TBA*	WILLARD, A L		2		
	PHYI 303		RESEARCH IN PHYSIOL		LEC	*VAR*			
	31646	018		*TBA*	PERL, E R		1		
	31117	036		*TBA*	OXFORD, G S		2		
	31118	041		*TBA*	STUART, A E		1		
	31120	048		*TBA*	CIDLOWSKI, J A		3		
1	31121	049		*TBA*	FABER, J E		1		
1	31122	052		*TBA*	LIGHT, A R		1		
1	31123	054		*TBA*	WILLARD, A L		1		
	31124	060		*TBA*	GOY, M F		1		
	31125	066		*TBA*	FROEHNER, S C		3		
	31648	067		*TBA*	REID, LOLA M.		1		
	31647	068		*TBA*	MILGRAM, SHARON		1		
	PHYI 394		DOCTORAL DISSERT		LEC	*VAR*			
	31127	018		*TBA*	PERL, E R		1		
	31128	026		*TBA*	MEISSNER, G		1		
	31129	036		*TBA*	OXFORD, G S		1		
	31130	041		*TBA*	STUART, A E		1		
	31132	046		*TBA*	MILLHORN, D E		4		
	31133	048		*TBA*	CIDLOWSKI, J A		1		
	31134	049		*TBA*	FABER, J E		3		
	31649	052		*TBA*	LIGHT, A R		1		
	31135	054		*TBA*	WILLARD, A L		1		
	31652	060		*TBA*	GOY, M F		1		
	31137	066		*TBA*	FROEHNER, S C		4		
	31651	067		*TBA*	REID, LOLA M.		1		
	31650	068		*TBA*	MILGRAM, SHARON		1		
	PHYI 400		GEN REGISTRATION		LEC	0.0			
	31138	001		*TBA*	STAFF		4		

PHYS (Physics) 962-2078

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHYS 020		BASIC CONCEPTS PHYS		LEC	4.0			
P,L	31139	001	MTWRF	08:00AM-09:30AM	BRISCOE, C V		32	PH	0247
	PHYS 020		LABORATORY		LAB	0.0			
P	31140	537	MWF	10:00AM-11:50AM	BRISCOE, C V		16	PH	0275
P	31141	567	MWF	01:15PM-03:05PM	BRISCOE, C V		16	PH	0275
	PHYS 024		GENERAL PHYSICS		LEC	4.0			
P,L,Q	31142	001	MTWRF	08:00AM-09:30AM	SCHROEER, DIETR		80	PH	0215
	PHYS 024		LAB		LAB	0.0			
	31610	410	MWF	06:00PM-07:50PM	SCHROEER, DIETR		16	PH	0204

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

NOTE: For footnotes, see page A1 or A25. Perspective lists are found under Course Offerings.

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHYS 024		LAB		(CONT.)LAB	0.0			
	31612	437	MWF	10:00AM-11:50AM	SCHROEER, DIETR		16	PH	0204
	31613	438	MWF	10:00AM-11:50AM	SCHROEER, DIETR		16	PH	0206
	31614	439	MWF	10:00AM-11:50AM	SCHROEER, DIETR			PH	0208
	31615	567	MWF	01:00PM-02:50PM	SCHROEER, DIETR		16	PH	0204
	31616	568	MWF	01:00PM-02:50PM	SCHROEER, DIETR		16	PH	0206
	31617	569	MWF	01:00PM-02:50PM	SCHROEER, DIETR			PH	0208
	PHYS 026		MECHANICS		LEC	4.0			
P,L	31154	001	MTWRF	09:45AM-11:15AM	VAN DAM, H		36	PH	0215
	PHYS 026		LABORATORY		LAB	0.0			
P	31155	416	MR	01:15PM-03:05PM	VAN DAM, H		12	PH	0273
P	31156	419	MR	04:00PM-05:50PM	VAN DAM, H		12	PH	0273
P	31157	426	TF	01:15PM-03:05PM	VAN DAM, H		12	PH	0273
	PHYS 026		RECITATION		REC	0.0			
	31158	601	W	01:15PM-03:05PM	VAN DAM, H		36	PH	0215
	PHYS 091		RES SPEC TOP JR SR		LEC	*VAR*			
	31159	001		*TBA*	CHRISTIANSEN, W		5		
	PHYS 124		PHYS H/SCH TEACHERS		LEC	4.0			
	31160	001	MTWRF	08:00AM-09:30AM	ROWAN, L G		3	PH	0215
	PHYS 301		RESEARCH		LEC	*VAR*			
	31161	001		*TBA*	STAFF		5		
	PHYS 393		MASTERS THESIS		LEC	*VAR*			
	31162	001		*TBA*	STAFF		15		
	PHYS 394		DOCTORAL DISSERT		LEC	*VAR*			
	31163	001		*TBA*	STAFF		15		
	PHYS 400		GEN REGISTRATION		LEC	0.0			
	31164	001		*TBA*	STAFF		10		

PHYT (Physical Therapy) 966-4708

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHYT 078L		CLINICAL ED II LAB		LAB	3.0			
	31165	401		*TBA*	MCCULLOCH, K L		27		
	PHYT 098A		CLINICAL ED IV		LEC	4.0			
	31166	001		*TBA*	MCCULLOCH, K L		27		
	PHYT 210		OTHER ORGAN SYSTEMS		LEC	3.0			
	31659	001		*TBA*	HOWES, B R		27		
	PHYT 251		SCI BASE PRACT I		LEC	2.0			
	31660	001		*TBA*	WITT, P L		27		

PLAN (Planning, City & Regional) 962-3983

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PLAN 046		INTRO TO PLANNING		LEC	3.0			
P	31167	001	MTWRF	09:45AM-11:15AM	GARSHICK,R		30	NE	0102
	PLAN 110		URBAN STUDIES		LEC	3.0			
P	31406	034		*TBA*	BROWER, DAVID		20		
			NOTE: TAUGHT IN MOREHEAD CITY, MAY 30-JUNE 9. SEE SUMMER HIGHLIGHTS SECTION						
	PLAN 246		GIS FOR PLANNERS		LEC	3.0			
1	31402	001	MTWR	06:30PM-08:30PM	YANG, J		15	NE	0301
	PLAN 315		INDEP STUDY		LEC	*VAR*			
1	31169	001		*TBA*	STAFF		5		
	PLAN 394		DOCTORAL DISSERT		LEC	*VAR*			
M	31170	001		*TBA*	STAFF		5		
	PLAN 400		GEN REGISTRATION		LEC	0.0			
M	31171	001		*TBA*	KAISER, E J		5		

POLI (Political Science) 962-3041

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	POLI 041		INTRO TO GOVT IN US		LEC	3.0			
P	31172	001	MTWR	06:30PM-08:30PM	CONOVER, P		30	HM	0351
P	31173	002	MTWRF	11:30AM-01:00PM	PARKER, J		30	SM	0107
	POLI 053		POLITICS IN ENGLAND		LEC	3.0			
	31394	001	MTR	03:15PM-05:50PM	SEARING, D		30	HM	0351
	POLI 056		CONT LAT AM POLI		LEC	3.0			
P	31397	001	MTWRF	08:00AM-09:30AM	MCCARTHY, M A		30	HM	0351
	POLI 061		MAJ ISS POL THEORY		LEC	3.0			
P	31182	001	MTWRF	11:30AM-01:00PM	LIPSITZ, L		30	HM	0470
	POLI 064		INT POL/THT/MAR/MOD		LEC	3.0			
P	31398	001	MTWRF	09:45AM-11:15AM	LEONARD, S		30	HM	0452
	POLI 066		POLI PSYCHOLOGY		LEC	3.0			
P	31184	001	MTWRF	09:45AM-11:15AM	LIPSITZ, L		30	HM	0470
	POLI 067		FEMINISM POL THEORY		LEC	3.0			
X,P	31529	001	MTWRF	08:00AM-09:30AM	LEONARD, S		20	HM	0452
	POLI 071		INTRO PUB POL ANAL		LEC	3.0			
	31530	001	MTWRF	09:45AM-11:15AM	STAFF		5	NE	0301
	POLI 072		WOMEN AND POLITICS		LEC	3.0			
X	31400	001	MTR	03:15PM-05:50PM	CONOVER, P		20	HM	0452
	POLI 081		PROBLMS IN WRLD ORD		LEC	3.0			
	31401	001	MTWRF	09:45AM-11:15AM	OBLER, J		30	HM	0351
	POLI 086		INTERN REL WRLD POL		LEC	3.0			
P,X	31187	001	MTWRF	11:30AM-01:00PM	OBLER, J		25	HM	0351
P	31188	002	MTWRF	08:00AM-09:30AM	OATLEY, T		30	MU	0102
	POLI 099		IND STUDY IN POLI		LEC	*VAR*			
1	31193	001		*TBA*	LIENESCH, M		10		
1	31547	002		*TBA*	LEFEBVRE, D		10		
			SECTION TITLE: INTERNSHIPS						
	POLI 123		GOVT/POLITICS/JAPAN		LEC	3.0			
P	31403	001	MTR	03:15PM-05:50PM	WHITE, J W		30	HM	0470
	POLI 171		RACE POV/POLITICS		LEC	3.0			
P	31404	001	MTWRF	09:45AM-11:15AM	SCHWARTZ, J J		30	LG	0304
	POLI 341		DIRECT READING/POLI		LEC	*VAR*			
Y	31407	003		*TBA*	BEYLE, T		5		
Y	31408	010		*TBA*	CONOVER, P		5		
Y	31409	015		*TBA*	LEONARD, S		5		
Y	31410	016		*TBA*	KEECH, W		5		
Y	31411	018		*TBA*	MARKS, G		5		
Y	31412	019		*TBA*	LIPSITZ, L		5		
Y	31413	020		*TBA*	SCHOULTZ, L G		5		
Y	31414	021		*TBA*	MACRAE, D		5		
Y	31415	022		*TBA*	MCKEOWN, T J		5		
Y	31416	023		*TBA*	OBLER, J		5		
Y	31417	024		*TBA*	NEWBURY, C		5		
Y	31418	025		*TBA*	RABINOWITZ, G		5		
Y	31419	026		*TBA*	RICHARDSON, R		5		
Y	31420	027		*TBA*	RUPEN, R		5		
Y	31421	028		*TBA*	SCHWARTZ, J J		5		
Y	31422	029		*TBA*	SCOTT, A		5		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	POLI 341		DIRECT READING/POLI		(CONT.)LEC	*VAR*			
Y	31423	030		*TBA*	SEARING, D		5		
Y	31424	031		*TBA*	STEINER, J		5		
Y	31425	032		*TBA*	STERN, A		5		
Y	31426	033		*TBA*	SNYDER, G		5		
Y	31427	034		*TBA*	WHITE, J W		5		
Y	31428	036		*TBA*	WHITAKER, G		5		
Y	31429	037		*TBA*	WRIGHT, D		5		
Y	31430	038		*TBA*	LIENESCH, M		5		
Y	31431	039		*TBA*	MACDONALD, S		5		
Y	31432	045		*TBA*	LOWERY, D		5		
Y	31433	046		*TBA*	HARTLYN, J		5		
Y	31434	047		*TBA*	SULLIVAN, T		5		
Y	31435	050		*TBA*	COLEMAN, K		5		
Y	31436	054		*TBA*	HUBER, E		5		
Y	31437	055		*TBA*	STEPHENS, J		5		
Y	31438	056		*TBA*	VANDOREN, P		5		
Y	31439	057		*TBA*	OATLEY, T		5		
	POLI 393		MASTERS THESIS		LEC	*VAR*			
Y	31440	003		*TBA*	BEYLE, T		5		
Y	31441	010		*TBA*	CONOVER, P		5		
Y	31443	015		*TBA*	LEONARD, S		5		
Y	31445	016		*TBA*	KEECH, W		5		
Y	31446	018		*TBA*	MARKS, G		5		
Y	31447	019		*TBA*	LIPSITZ, L		5		
Y	31448	020		*TBA*	SCHOULTZ, L G		5		
Y	31449	021		*TBA*	MARKS, G		5		
Y	31450	022		*TBA*	MCKEOWN, T J		5		
Y	31451	023		*TBA*	OBLER, J		5		
Y	31452	024		*TBA*	NEWBURY, C		5		
Y	31453	025		*TBA*	RABINOWITZ, G		5		
Y	31454	026		*TBA*	RICHARDSON, R		5		
Y	31455	027		*TBA*	RUPEN, R		5		
Y	31456	028		*TBA*	SCHWARTZ, J J		5		
Y	31460	029		*TBA*	SCOTT, A		5		
Y	31461	030		*TBA*	SEARING, D		5		
Y	31463	031		*TBA*	STEINER, J		5		
Y	31462	032		*TBA*	STERN, A		5		
Y	31464	033		*TBA*	SNYDER, G		5		
Y	31465	034		*TBA*	WHITE, J W		5		
Y	31466	036		*TBA*	WHITAKER, G		5		
Y	31467	037		*TBA*	WRIGHT, D		5		
Y	31468	038		*TBA*	LIENESCH, M		5		
Y	31469	039		*TBA*	MACDONALD, S		5		
Y	31470	045		*TBA*	LOWERY, D		5		
Y	31471	046		*TBA*	HARTLYN, J		5		
Y	31472	047		*TBA*	SULLIVAN, T		5		
Y	31473	050		*TBA*	COLEMAN, K		5		
Y	31475	051		*TBA*	MLYN, E		5		
Y	31476	052		*TBA*	MUNGER, M		5		
Y	31477	053		*TBA*	HICKS, B		5		
	POLI 393		MASTERS THESIS		(CONT.)LEC	*VAR*			
Y	31478	054		*TBA*	HUBER, E		5		
Y	31479	055		*TBA*	STEPHENS, J		5		
Y	31480	056		*TBA*	VANDOREN, P		5		
Y	31481	057		*TBA*	OATLEY, T		5		
	POLI 394		DOCTORAL DISSERT		LEC	*VAR*			
Y	31482	003		*TBA*	BEYLE, T		5		
Y	31483	010		*TBA*	CONOVER, P		5		
Y	31200	015		*TBA*	LEONARD, S		5		
Y	31484	016		*TBA*	KEECH, W		5		
Y	31485	018		*TBA*	MARKS, G		5		
Y	31486	019		*TBA*	LIPSITZ, L		5		
Y	31487	020		*TBA*	SCHOULTZ, L G		5		
Y	31488	021		*TBA*	MACRAE, D		5		
Y	31489	022		*TBA*	MCKEOWN, T J		5		
Y	31490	023		*TBA*	OBLER, J		5		
Y	31491	024		*TBA*	NEWBURY, C		5		
Y	31492	025		*TBA*	RABINOWITZ, G		5		
Y	31493	026		*TBA*	RICHARDSON, R		5		
Y	31494	027		*TBA*	RUPEN, R		5		
Y	31495	028		*TBA*	SCHWARTZ, J J		5		
Y	31496	029		*TBA*	SCOTT, A		5		
Y	31497	030		*TBA*	SEARING, D		5		
Y	31498	031		*TBA*	STEINER, J		5		
Y	31499	032		*TBA*	STERN, A		5		
Y	31500	033		*TBA*	SNYDER, G		5		
Y	31501	034		*TBA*	WHITE, J W		5		
Y	31502	036		*TBA*	WHITAKER, G		5		
Y	31503	037		*TBA*	WRIGHT, D		5		
Y	31202	038		*TBA*	LIENESCH, M		5		
Y	31504	039		*TBA*	MACDONALD, S		5		
Y	31505	045		*TBA*	LOWERY, D		5		
Y	31506	046		*TBA*	HARTLYN, J		5		
Y	31507	047		*TBA*	SULLIVAN, T		5		
Y	31508	050		*TBA*	COLEMAN, K		5		
Y	31509	051		*TBA*	MLYN, E		5		
Y	31510	052		*TBA*	MUNGER, M		5		
Y	31511	053		*TBA*	HICKS, B		5		
Y	31512	054		*TBA*	HUBER, E		5		
Y	31513	055		*TBA*	STEPHENS, J		5		
Y	31514	056		*TBA*	VANDOREN, P		5		
Y	31515	057		*TBA*	OATLEY, T		5		
	POLI 400		GEN REGISTRATION		LEC	0.0			
Y	31205	001		*TBA*	STAFF		20		

PORT (Portuguese) 962-2062

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PORT 001		ELEMENTARY PORT		LEC	3.0			
P	31206	001	MTWRF	09:45AM-11:15AM	STAFF		25	DE	0208
	PORT 035		MOD BRAZ LIT/ENG TR		LEC	3.0			
P	31207	001	MTWRF	08:00AM-09:30AM	STAFF		35	DE	0208

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

FIRST SESSION

NOTE: For footnotes, see page A1 or A25. Perspective lists are found under Course Offerings.

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PORT 095		SPEC TOPS PORT		LEC	3.0			
	31208	001		*TBA*	CLARK, F M		5		
	PORT 340		SPECIAL READINGS		LEC	*VAR*			
	31209	001		*TBA*	CLARK, F M		5		
	PORT 393		MASTERS THESIS		LEC	*VAR*			
	31210	001		*TBA*	CLARK, F M		5		
	PORT 394		DOCTORAL DISSERT		LEC	*VAR*			
	31211	001		*TBA*	CLARK, F M		5		

PROS (Prosthodontics) 966-2754

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PROS 231C		PROS DX,TX PL,FIX/R		LEC	2.0			
	31212	001		*TBA*	FELTON, D A		6		
	PROS 231F		PROS DX,TX PL,FIX/R		LEC	2.0			
	31213	001		*TBA*	WOOD, M T		6		
	PROS 232		SPECTOPICS SEMINAR		LEC	1.0			
	31214	001		*TBA*	HOLLAND, G E		6		
	PROS 232C		ADV CL FIX/REM PROS		LEC	6.0			
	31215	001		*TBA*	FELTON, D A		6		
	PROS 232F		ADV CL FIX/REM PROS		LEC	6.0			
	31216	001		*TBA*	WOOD, M T		6		
	PROS 233B		MAX-FAC PROS,D/T PL		LEC	1.0			
	31217	001		*TBA*	FELTON, D A		6		
	PROS 233E		MAX-FAC PROS,D/T PL		LEC	1.0			
	31218	001		*TBA*	WOOD, M T		6		
	PROS 234B		CLIN MAX-FAC PROS		LEC	1.0			
	31219	001		*TBA*	MINSLEY, G E		6		
	PROS 234E		CLIN MAX-FAC PROS		LEC	1.0			
	31220	001		*TBA*	WOOD, M T		6		
	PROS 235B		RESEARCH		LEC	2.0			
	31221	001		*TBA*	FELTON, D A		6		
	PROS 235E		RESEARCH		LEC	2.0			
	31222	001		*TBA*	WOOD, M T		6		
	PROS 393		MASTERS THESIS		LEC	*VAR*			
	31223	001		*TBA*	GUCKES, ALBERT		15		
	PROS 400		GEN REGISTRATION		LEC	0.0			
	31224	001		*TBA*	STAFF		3		

PSYC (Psychology) 962-4155

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PSYC 010		GENERAL PSYCHOLOGY		LEC	3.0			
P	31225	001	MTWRF	08:00AM-09:30AM	KROLL, A		55	DA	0112
P	31226	002	MTWRF	11:30AM-01:00PM	KING, R A		55	DA	0112
P	31227	003	MTWR	04:15PM-06:15PM	SHINKMAN, P		55	DA	0112
	PSYC 020		INTRO COGNITIVE PSY		LEC	3.0			
Q	31230	001	MTWRF	09:45AM-11:15AM	HIRSHMAN, E L		35	DA	0301
	PSYC 023		BIOPSYCHOLOGY		LEC	3.0			
Q	31231	001	MTWRF	09:45AM-11:15AM	KING, R A		35	DA	0110
	PSYC 024		CHILD DEVELOPMENT		LEC	3.0			
P,Q	31232	001	MTWRF	08:00AM-09:30AM	STAFF		35	DA	0110
P,Q	31233	002	MTWRF	09:45AM-11:15AM	STAFF		35	MU	0100
P,Q	31234	003	MTWRF	11:30AM-01:00PM	STAFF		35	DA	0101
P,Q	31235	004	MTR	06:00PM-08:35PM	STAFF		35	DA	0110
	PSYC 028		PERSONALITY		LEC	3.0			
P,Q	31236	001	MTWRF	08:00AM-09:30AM	SAMPSON, W.		35	DA	0101
	PSYC 028		PERSONALITY		(CONT.)LEC	3.0			
P,Q	31237	002	MTWRF	09:45AM-11:15AM	CLAYTON, D.		35	HN	0108
P,Q	31238	003	MTWRF	11:30AM-01:00PM	COOP, K		35	DA	0301
	PSYC 030		STAT PRIN PSYC RES		LEC	3.0			
Q	31239	001	MTWRF	09:45AM-11:15AM	JOHNSON, E S		35	DA	0112
			MW	01:15PM-02:45PM				HN	0002
Q	31240	002	MTWRF	11:30AM-01:00PM	CASKIE, GRACE		35	MU	0100
			TR	01:15PM-02:45PM				DA	0101
	PSYC 033		SOCIAL PSYCHOLOGY		LEC	3.0			
P,Q	31241	001	MTWRF	08:00AM-09:30AM	GAERTNER, L		35	DA	0301
P,Q	31242	002	MTWRF	09:45AM-11:15AM	FOSTER, C.		35	MU	0108
	PSYC 050		LAB RESEARCH/PSYC		LEC	4.0			
Q	31243	001	MTWRF	08:00AM-09:30AM	STAFF		16	DA	0103
			MTWRF	01:15PM-02:45PM				DA	0112
Q	31244	002	MTWRF	09:45AM-11:15AM	STAFF		16	DA	0103
			MTWRF	01:15PM-02:45PM				DA	0112
Q	31245	003	MTWRF	11:30AM-01:00PM	STAFF		16	DA	0103
			MTWRF	01:15PM-02:45PM				DA	0112
Q	31246	004	MTWR	04:15PM-06:15PM	STAFF		16	DA	0103
			MTWRF	01:15PM-02:45PM				DA	0112
	PSYC 080		BEHAVIOR DISORDERS		LEC	3.0			
Q	31248	001	MTWRF	09:45AM-11:15AM	CRAIGHEAD, L		35	DA	0101
Q	31249	002	MTWRF	11:30AM-01:00PM	BOYCE, C.		35	DE	0203
	PSYC 098		INDEPENDENT RES		LEC	*VAR*			
1,Q	31250	001		*TBA*	JOHNSON, E S		8		
	PSYC 100		THINKING/COGNITION		LEC	3.0			
Q	31548	001	MTWRF	01:15PM-02:45PM	JOHNSON, E S		35	DA	0110
	PSYC 106		PHYSIOLOG PSYCHOL		LEC	3.0			
	31549	001	MTWRF	11:30AM-01:00PM	SHINKMAN, P		35	DA	0110
	PSYC 300		SPEC READ IN PSYC		LEC	3.0			
Y	31253	001		*TBA*	INSKO, C A		3		
	PSYC 341		ADVANCED RESEARCH		LEC	3.0			
Y	31254	001		*TBA*	INSKO, C A		5		
	PSYC 393		MASTERS THESIS		LEC	*VAR*			
Y	31255	001		*TBA*	INSKO, C A		5		
	PSYC 394		DOCTORAL DISSERT		LEC	*VAR*			
Y	31256	001		*TBA*	INSKO, C A		5		
	PSYC 400		GEN REGISTRATION		LEC	0.0			
Y	31257	001		*TBA*	STAFF		10		

PUBH (Public Health) 966-2499

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PUBH 140		READ IN PH PRACTICE		LEC	*VAR*			
M	31258	001		*TBA*	STAFF		10		
	PUBH 240		SPEC ISSUES IN PRAC		LEC	*VAR*			
M	31259	001		*TBA*	STAFF		10		
	PUBH 303		LEADERSHIP SEM IV		LEC	2.0			
M	31260	001		*TBA*	DODDS, J		10		
	PUBH 306		POLICY DEVELOP II		LEC	*VAR*			
M	31261	001		*TBA*	MARGOLIS, L		10		
	PUBH 395		DISS SEM		LEC	*VAR*			
M	31262	001		*TBA*	KALUZNY, A		10		

PUPA (Public Policy Analysis) 962-1600

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PUPA 071		INTRO PUB POL ANAL		LEC	3.0			
X	31263	001	MTWRF	09:45AM-11:15AM	STAFF		15	NE	0301
			NOTE: REQUIRED FOR PUBLIC POLICY ANALYSIS MAJORS & MINORS						
	PUPA 098		IND STUDY PUPA		LEC	*VAR*			
1	31264	001		*TBA*	LUGER, M I		3		
	PUPA 299		INDEPENDENT STUDY		LEC	3.0			
	31265	001		*TBA*	LUGER, M I		3		

PWAD (Peace, War, & Defense) 962-3093

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PWAD 078		PEACE & WAR		LEC	3.0			
X	31527	001	MTWR	06:30PM-08:30PM	BROOKS, E W		5	SA	0212
	PWAD 086		INTERN REL WRLD POL		LEC	3.0			
X	31574	001	MTWRF	11:30AM-01:00PM	OBLER, J		5	HM	0351
	PWAD 148		CIVIL WAR AMERICA		LEC	3.0			
X	31528	001	MTWRF	03:00PM-04:30PM	BARNEY, W L		5	SA	0306

RADI (Radiologic Science) 966-5146

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	RADI 074A		CLINICAL INTERNSHIP		LEC	0.0			
M	31267	001	MTWRF	08:00AM-12:50PM	RENNER, J		13		
			MTWRF	01:00PM-03:50PM					
	RADI 091		PRACTICU IN RAD SCI		LEC	4.0			
M	31268	001	MTWRF	08:00AM-12:50PM	RENNER, J		13		
			MTWRF	01:00PM-03:50PM					

RELI (Religious Studies) 962-5666

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	RELI 010		WORLD RELIGIONS		LEC	3.0			
P	31269	001	MTWRF	11:30AM-01:00PM	SANFORD, J H		30	MU	0113
	RELI 022		INTRO/NEW TEST LIT		LEC	3.0			
P	31633	001	MTWRF	09:45AM-11:15AM	EHRMAN, B D		20	SA	0112
	RELI 058		JESUS/MYTH/TRAD/HIS		LEC	3.0			
P	31270	001	MTWRF	11:30AM-01:00PM	EHRMAN, B D		20	SA	0112
	RELI 068		RELI, LIT, ART AMER		LEC	3.0			
P	31634	001	MTWRF	09:45AM-11:15AM	STAFF		30	SA	0215
	RELI 163		RELI DIMEN OF JAPN CULTURE		LEC	3.0	25	SA	0201
	31662	001	MTWRF	08:00AM-09:30AM	SANFORD, J H				
	RELI 199		INDEPENDENT STUDY		LEC	3.0			
1	31272	001		*TBA*	MASUZAWA, T		5		
	RELI 325		READ & RES IN RELI		LEC	*VAR*			
1	31273	001		*TBA*	STAFF		5		
	RELI 393		MASTERS THESIS		LEC	*VAR*			
	31274	001		*TBA*	STAFF		5		
	RELI 394		DOCTORAL DISSERT		LEC	*VAR*			
	31275	001		*TBA*	STAFF		5		
	RELI 400		GEN REGISTRATION		LEC	0.0			
	31276	001		*TBA*	STAFF		5		

RUSS (Russian) 962-3977

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	RUSS 1-2		INTENS ELEM RUSSIAN		LEC	8.0			
P	31278	001	MTWRF	11:30AM-01:00PM	STAFF		20	DE	0402
			MTWRF	08:00AM-09:30AM				DE	0402
	RUSS 1-2		RECITATION		REC	0.0			
P	31279	601	MTWRF	03:00PM-04:50PM	STAFF		20	DE	0402

SOCI (Sociology) 962-1007

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	SOCI 010		AMERICAN SOCIETY		LEC	3.0			
P	31282	001	MTWRF	09:45AM-11:15AM	CUNNINGHAM, DAV		50	GA	0309
P	31283	002	MTWRF	11:30AM-01:00PM	KIER, LAURIN		50	DE	0305
	SOCI 011		HUMAN SOCIETIES		LEC	3.0			
P	31285	001	MTWRF	11:30AM-01:00PM	LUKASHOV, ANDRE		50	BI	0108
	SOCI 012		SOCIAL INTERACTION		LEC	3.0			
P	31286	001	MTWRF	09:45AM-11:15AM	LIOU, NINA		50	PE	0204
	SOCI 015		REG SOC OF SOUTH		LEC	3.0			
P	31287	001	MTWRF	09:45AM-11:15AM	REED, J S		80	PE	0104
	SOCI 020		SOCIAL PROBLEMS		LEC	3.0			
P	31288	001	MTWRF	01:15PM-02:45PM	GLANVILLE, JENN		50	CW	0105
	SOCI 022		BLK-WHT REL IN US		LEC	3.0			
P	31289	001	MTWRF	01:15PM-02:45PM	HALL, F		50	DE	0305
	SOCI 023		CRIME AND DELIN		LEC	3.0			
P	31291	001	MTWRF	11:30AM-01:00PM	STOLOFF, JENNIF		50	GA	0308
	SOCI 030		FAM AND SOC		LEC	3.0			
P	31292	001	MTWRF	01:15PM-02:45PM	WIGGINS, J		80	FG	0109
	SOCI 033		SOC OF POLITICS		LEC	3.0			
P	31606	001	MTWRF	09:45AM-11:15AM	MCVEIGH, R M		50	PH	0328
	SOCI 050		SOCIOL THEORY		LEC	3.0			
P	31295	001	MTWRF	11:30AM-01:00PM	VIRK, I		50	PE	0218
	SOCI 052		DATA ANAL SOC RES		LEC	3.0			
	31296	001	MTWRF	09:45AM-11:15AM	CRAMER, M R		50	PH	0330
	SOCI 080		CULTURAL DIVERSITY		LEC	3.0			
X	31609	001	MTWRF	01:15PM-02:45PM	MURRAY, G J		35	GA	0106
	SOCI 092		INDEP STUDY & READ		LEC	*VAR*			
1	31297	001		*TBA*	CRAMER, M R		20		
	SOCI 110		FORMAL ORG & BURCY		LEC	3.0			
	31607	001	MTWRF	09:45AM-11:15AM	BAKER, TED		50	PH	0383
	SOCI 115		ECONOMY AND SOCIETY		LEC	3.0			
P	31299	001	MTWR	04:15PM-06:15PM	ALDERSON, A		50	CW	0105
	SOCI 121		RELIGION & SOC		LEC	3.0			
	31608	001	MTWRF	09:45AM-11:15AM	SMITH, CHRISTIA		50	SA	0306
	SOCI 131		AGING		LEC	3.0			
P	31300	001	MTWRF	09:45AM-11:15AM	UHLENBERG, P R		50	VE	0224
	SOCI 301		READING & RESEARCH		LEC	*VAR*			
Y,1	31301	001		*TBA*	STAFF		20		
	SOCI 393		MASTERS THESIS		LEC	*VAR*			
Y	31302	001		*TBA*	STAFF		20		
	SOCI 394		DOCTORAL DISSERT		LEC	*VAR*			
Y	31303	001		*TBA*	STAFF		20		
	SOCI 400		GEN REGISTRATION		LEC	0.0			
Y	31304	001		*TBA*	STAFF		20		

SOWO (Social Work) 962-1225

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	SOWO 203		INSTIT DISCRIMIN		LEC	3.0			
M	31306	001	MTWRF	09:45AM-11:15AM	CARLTONLANEY, I		20	AL	0308
	SOWO 220		SOC WORK PRCT I		LEC	4.0			
M,F	31307	001		*TBA*	ALDRIDGE, K		20		
	31308	002		*TBA*	STAFF		10		

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

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FOOT NOTE	COURSE NAME/ CALL NO.	SEC	DAYS	COURSE TITLE TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	SOWO 221			SOC WORK PRCT II	LEC	4.0			
M,F	31309	001		*TBA*	STAFF		5		
	SOWO 222			SOC WORK PRCT III	LEC	6.0			
M,F	31310	001		*TBA*	ALDRIDGE, K		15		
	31311	002		*TBA*	STAFF		10		
	SOWO 223			SOC WORK PRCT IV	LEC	6.0			
	31312	001		*TBA*	ALDRIDGE, K		10		
	SOWO 224			SW W/WK GP, OR, COM	LEC	3.0			
M	31313	001	MTWRF	08:00AM-09:30AM	COOKE, P W		20	AL	0308
	SOWO 243			SW PRACT W/COUPLES	LEC	3.0			
	31628	001		*TBA*	BUTLER, P		30		
			NOTE:	COURSE IS HELD IN CHARLOTTE.					
	SOWO 252			ALCOHOL & SUB DEP	LEC	3.0			
	31629	001	MTWR	06:30PM-08:30PM	MATTHEWS, L		20	AL	0308
	SOWO 350			SEM/SPEC PRACTICE	LEC	*VAR*			
	31630	001	MTWRF	08:00AM-09:30AM	KLAR, HERB		20	AL	0404
	SOWO 400			GEN REGISTRATION	LEC	0.0			
	31316	001		*TBA*	STAFF		5		

SPAN (Spanish) 962-2062

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	DAYS	COURSE TITLE TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	SPAN 001			ELEMENTARY SPANISH	LEC	4.0			
P	31317	001	MTWRF	08:00AM-09:30AM	STAFF		25	DE	0203
			T	01:15PM-02:45PM				DE	0203
P	31318	002	MTWRF	08:00AM-09:30AM	STAFF		25	DE	0209
			T	01:15PM-02:45PM				DE	0209
	SPAN 002			ELEMENTARY SPANISH	LEC	4.0			
P	31319	001	MTWRF	08:00AM-09:30AM	STAFF		25	DE	0204
			T	01:15PM-02:45PM				DE	0204
P	31320	002	MTWRF	08:00AM-09:30AM	STAFF		25	DE	0206
			T	01:15PM-02:45PM				DE	0206
	SPAN 003			INTERMEDIATE SPAN	LEC	3.0			
P	31321	001	MTWRF	08:00AM-09:30AM	STAFF		25	PE	0306
P	31322	002	MTWRF	09:45AM-11:15AM	STAFF		25	PE	0306
P	31323	003	MTWRF	09:45AM-11:15AM	STAFF		25	DE	0306
	SPAN 035			CONTEM LA AM PROSE	LEC	3.0			
P	31332	001	MTWRF	09:45AM-11:15AM	STAFF		25	DE	0206
	SPAN 046			CERVANTES ENG TRANS	LEC	3.0			
P	31333	001	MTWRF	11:30AM-01:00PM	STAFF		45	DE	0206
	SPAN 095			SPECIAL TOPICS	LEC	3.0			
1	31334	001		*TBA*	PERELMUTER, R		5		
	SPAN 101X			ELEM SPAN/GRAD STU	LEC	3.0			
	31457	001	MTWRF	03:00PM-04:30PM	TINNEY, O B		15	DE	0205
	SPAN 340			SPECIAL READINGS	LEC	*VAR*			
	31335	001		*TBA*	PERELMUTER, R		5		
	SPAN 393			MASTERS THESIS	LEC	*VAR*			
	31336	001		*TBA*	PERELMUTER, R		5		
	SPAN 394			DOCTORAL DISSERT	LEC	*VAR*			
	31337	001		*TBA*	PERELMUTER, R		5		

SPCL (Special Studies) 962-1164

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	DAYS	COURSE TITLE TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	SPCL 090			SPECIAL STUDIES	LEC	*VAR*			
	31338	001		*TBA*	OWEN, R		20		

SPHS (Speech & Hearing Sciences) 966-1006

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	DAYS	COURSE TITLE TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	SPHS 302			PROB SPCH & HEAR	LEC	*VAR*			
	31344	001		*TBA*	STAFF		5		
	SPHS 330			INDEPENDENT STUDY	LEC	*VAR*			
	31346	025		*TBA*	LAYTON, T L		5		
	31347	040		*TBA*	HARRISON, M P		5		
	31348	041		*TBA*	HARRIS, H F		5		
	31349	047		*TBA*	YODER, O		25		
	31350	048		*TBA*	CRAIS, E R		5		
	31351	055		*TBA*	HOOPER, C R		5		
	31352	058		*TBA*	ROUSH, J		5		
	31353	063	TR	02:00PM-04:30PM	MAYO, R		35		
	31354	067		*TBA*	WATSON, L		8		
	31355	069		*TBA*	AARTS, N		6		
	SPHS 343			PHONOLOGICAL DISORD	LEC	3.0			
	31605	001	TR	08:00AM-11:50AM	CRAIS, E R				
	SPHS 393			MASTERS THESIS	LEC	*VAR*			
	31357	001		*TBA*	STAFF		5		
	SPHS 400			GEN REGISTRATION	LEC	0.0			
	31358	001		*TBA*	STAFF		5		

STAT (Statistics) 962-2307

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	DAYS	COURSE TITLE TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	STAT 011			BA CPT STAT/DA ANAL	LEC	3.0			
P	31360	001	MTWRF	08:00AM-09:30AM	STAFF		25	PH	0224
	31591	002	MTWRF	08:00AM-09:30AM	STAFF		25	PH	0228
	STAT 023			PROB-STAT FOR BUSI	LEC	3.0			
P	31361	001	MTWRF	09:45AM-11:15AM	STAFF		25	PH	0224
P	31362	002	MTWRF	09:45AM-11:15AM	STAFF		25	PH	0228
	STAT 393			MASTERS THESIS	LEC	*VAR*			
	31363	024		*TBA*	STAFF		2		
	STAT 400			GEN REGISTRATION	LEC	0.0			
	31364	001		*TBA*	JI, C		3		

TOXC (Toxicology) 966-4685

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	DAYS	COURSE TITLE TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	TOXC 215			INTRO/TOX RESEARCH	LEC	4.0			
	31365	001		*TBA*	HOLBROOK, D J		99		
	TOXC 301			RESEARCH/TOXICOLOGY	LEC	*VAR*			
	31366	001		*TBA*	HOLBROOK, D J		99		
	TOXC 393			MASTERS THESIS	LEC	*VAR*			
	31367	001		*TBA*	HOLBROOK, D J		99		
	TOXC 394			DOCTORAL DISSERT	LEC	*VAR*			
	31368	001		*TBA*	HOLBROOK, D J		99		
	TOXC 400			GEN REGISTRATION	LEC	0.0			
	31369	001		*TBA*	STAFF		99		

WMST (Women's Studies) 962-3908

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	DAYS	COURSE TITLE TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	WMST 046			PHIL ISSU/FEMINISM	LEC	3.0			
P,X	31370	001	MTWRF	08:00AM-09:30AM	WEITZEL, S T		5	DE	0304
P,X	31371	002	MTWRF	09:45AM-11:15AM	REID, J E		5	PE	0215
P,X	31372	003	MTWRF	11:30AM-01:00PM	WHISNANT, R S		5	DE	0306
	WMST 056			GENDER COMMUNICAT	LEC	3.0			
X	31373	001	MTWRF	09:45AM-11:15AM	WOOD, J T		8	BI	0108

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	WMST 067		FEMINISM POL THEORY		LEC	3.0			
X,P	31566	001	MTWRF	08:00AM-09:30AM	LEONARD, S		10	HM	0452
	WMST 072		WOMEN AND POLITICS		LEC	3.0			
X	31567	001	MTR	03:15PM-05:50PM	CONOVER, P		10	HM	0452
	WMST 091		WOMEN AND ECONOMICS		LEC	3.0			
X,P	31635	001	MTWRF	09:45AM-11:15AM	WILLIS		5	GA	0007
	WMST 101		WOMEN, WORK & LEISURE		LEC	3.0			
X,P	31627	001	MTR	03:15PM-05:50PM	HENDERSON, K A		10	PE	0218
	WMST 199		INDEPENDENT STUDY		LEC	3.0			
1	31565	001		*TBA*	STAFF		5		

YAP (Year Abroad Program) 962-7001

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	YAP 050		STDY IN PARIS		LEC	*VAR*			
1	31376	001		*TBA*	STAFF		30		
	YAP 056		STDY IN BRAZIL		LEC	*VAR*			
	31377	001		*TBA*	STAFF		15		
	YAP 059		STDY IN COPENHAGEN		LEC	*VAR*			
1	31378	001		*TBA*	STAFF		15		
	YAP 070		STDY IN LONDON		LEC	*VAR*			
1	31379	001		*TBA*	STAFF		20		
	YAP 073		STDY IN MEXICO		LEC	*VAR*			
1	31380	001		*TBA*	STAFF		15		
	YAP 075		STDY IN OXFORD		LEC	*VAR*			
	31381	001		*TBA*	STAFF		20		
	YAP 077		STDY IN ROSTOV		LEC	*VAR*			
1	31382	001		*TBA*	STAFF		30		
	YAP 080		STUDY IN FLORENCE		LEC	*VAR*			
1	31384	001		*TBA*	STAFF		20		
	YAP 081		SUMMER STDY ABROAD		LEC	6.0			
1	31385	001		*TBA*	STAFF		45		
	YAP 083		STDY IN TUBINGEN		LEC	*VAR*			
1	31386	001		*TBA*	STAFF		50		
	YAP 084		STDY IN VIENNA		LEC	*VAR*			
1	31387	001		*TBA*	STAFF		15		

Class Schedule Footnote Codes

Restriction Footnotes:

1 - Permission required for enrollment.

M - This course has major restrictions.

S - This course has school restrictions.

Y - This course has classification (school year) restrictions.

Information Footnotes:

F - This course has an additional fee.

L - This course requires a lab section.

P - This course fulfills a perspective requirement.

Q - This course has prerequisite requirements.

R - This course requires a recitation section.

X - This course is cross-listed.

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

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AFAM (Afro-American Studies) 966-5496

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	AFAM 040		BLACK EXPERIENCE		LEC	3.0			
P	40001	001	MTWRF	09:45AM-11:15AM	MCMILLAN, T		40	GA	0103
P	41520	002	MTWRF	11:30AM-01:00PM	REGESTER, C B		40	DE	0206
	AFAM 041		BLACK EXPERIENCE		LEC	3.0			
P	40002	001	MTWRF	11:30AM-01:00PM	PORTER, R		40	DE	0304
	AFAM 174		KEY ISS/AFRI/AFRO L		LEC	3.0			
P	41521	001	MTWRF	11:30AM-01:00PM	MCMILLAN, T		20	AL	0207
	AFAM 190		INDEPENDENT STUDIES		LEC	3.0			
	40003	001		*TBA*	MCMILLAN, T		5		

AFRI (African Studies) 966-5496

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	AFRI 040		INTRO AFRICAN CIV		LEC	3.0			
P	40004	001	MTWRF	11:30AM-01:00PM	VELASQUEZ, G A		40	GL	0304
	AFRI 090		INDEPENDENT STUDIES		LEC	3.0			
	40006	001		*TBA*	MCMILLAN, T		5		
	AFRI 174		KEY ISS/AFRI/AFRO L		LEC	3.0			
	41522	001	MTWRF	11:30AM-01:00PM	MCMILLAN, T		20	AL	0207
	AFRI 190		INDEPENDENT STUDIES		LEC	3.0			
1	40007	001		*TBA*	NYANG'ORO, J		10		

AMST (American Studies) 962-4062

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	AMST 040		INTRO AMER STUDIES		LEC	3.0			
P	40008	001	MTWRF	09:45AM-11:15AM	NANNEY, L L		20	HM	0420

ANTH (Anthropology) 962-8374

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ANTH 020		EXPRESSIVE CULTURES		LEC	3.0			
P	41473	001	MTWRF	11:30AM-01:00PM	GREENE, A		40	AL	0205
	ANTH 041		GEN ANTHROPOLOGY		LEC	3.0			
P	40010	001	MTWRF	01:15PM-02:45PM	JONES, E		40	AL	0203
	ANTH 044		HUMAN DILEMMAS		LEC	3.0			
P	41474	001	MTWRF	03:00PM-04:30PM	BENJAMIN, A		40	AL	0205
	ANTH 099		SPECIAL PROJECTS		LEC	*VAR*			
	41476	001		*TBA*	JOHNSON, N B		5		
	ANTH 130		NATIVE N AMER CUL		LEC	3.0			
P	40013	001	MTWR	04:15PM-06:15PM	ALRED, L		50	AL	0203
	ANTH 132		LATIN AMER CULT		LEC	3.0			
P	41475	001	MTWRF	09:45AM-11:15AM	SMITH, S C		40	AL	0205
	ANTH 301		READING & RESEARCH		LEC	*VAR*			
1	40014	001		*TBA*	STAFF		5		
	ANTH 315		READ/RES IN METHOD		LEC	*VAR*			
	40015	001		*TBA*	STAFF		5		
	ANTH 321		FIELD RESEARCH		LEC	3.0			
1	40016	001		*TBA*	STAFF		5		
	ANTH 393		MASTERS THESIS		LEC	*VAR*			
1	40017	001		*TBA*	STAFF		5		
	ANTH 394		DOCTORAL DISSERT		LEC	*VAR*			
1	40018	001		*TBA*	STAFF		5		
	ANTH 400		GEN REGISTRATION		LEC	0.0			
	40019	001		*TBA*	STAFF		5		

APPL (Applied Sciences) 962-6293

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	APPL 099		RESEARCH/APPL SCI		LEC	3.0			
	40020	001		*TBA*	JARNAGIN, R C		5		

ART (Art) 962-2015

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ART 001		BASIC DRAW & COMP		LEC	3.0			
P	40021	001	MTWRF	08:00AM-11:15AM	STAPLEFORD, IRE		20	AR	0227
	ART 002		3-D DES/INTRO SCULP		LEC	3.0			
P	40025	001	MTWRF	11:30AM-02:45PM	BRANDZEL, MIKE		15	AR	0009
	ART 015		PAINTING I		LEC	3.0			
P,Q	40026	001	MTWRF	11:30AM-02:45PM	SALTZMAN, M		30	AR	0219
	ART 030		HIST ARCHITECTURE		LEC	3.0			
P	41523	001	MTWRF	11:30AM-01:00PM	REMINI, A		30	AR	0117
	ART 032		HIST OF WEST ART		LEC	3.0			
P	40029	001	MTWRF	08:00AM-09:30AM	ALLMENDINGER, C		30	AR	0117
	ART 033		ANCIENT SURVEY		LEC	3.0			
P	41524	001	MTWRF	09:45AM-11:15AM	KARAKAS, SCOTT		30	AR	0117
	ART 045		PAINTING II		LEC	*VAR*			
Q	40032	001	MTWRF	11:30AM-02:45PM	SALTZMAN, M		30	AR	0219
	ART 064		WOMEN VISUAL ARTS I		LEC	3.0			
X,Q,P	40035	001	MTWRF	09:45AM-11:15AM	YAWN-BONGHI, L		15	AR	0118
	ART 065		PAINTING III		LEC	*VAR*			
Q	40036	001	MTWRF	11:30AM-02:45PM	SALTZMAN, M		30	AR	0219
	ART 068		SPEC TOPICS STUDIO		LEC	*VAR*			
Q	41525	001	MTWRF	01:15PM-04:30PM	STIRLING, K		20	AR	0226
Q	41526	002	MTWRF	09:45AM-01:00PM	STAFF		20	AR	0214
	ART 076		CONTEMPORARY ART		LEC	3.0			
Q	40038	001	MTWRF	11:30AM-01:00PM	BOYLES, JAMES		17	AR	0118
	ART 085		PAINTING IV		LEC	*VAR*			
Q	40039	001	MTWRF	11:30AM-02:45PM	SALTZMAN, M		30	AR	0219
	ART 101A		INDIV STUD SCULPT		LEC	*VAR*			
	40041	118		*TBA*	SLAVICK, E		1		
	ART 102A		IND STUD INT & REL		LEC	*VAR*			
	40043	019		*TBA*	GADSON, J B		1		
	ART 105		PAINTING V		LEC	*VAR*			
Q	40044	001	MTWRF	11:30AM-02:45PM	SALTZMAN, M		30	AR	0219
	ART 125		PAINTING VI		LEC	*VAR*			
Q	40046	001	MTWRF	11:30AM-02:45PM	SALTZMAN, M		30	AR	0219
	ART 155		PAINTING VII		LEC	*VAR*			
Q	40048	001	MTWRF	11:30AM-02:45PM	SALTZMAN, M		30	AR	0219
	ART 175		PAINTING VIII		LEC	*VAR*			
Q	40050	001	MTWRF	11:30AM-02:45PM	SALTZMAN, M		30	AR	0219
	ART 393		MASTERS THESIS		LEC	*VAR*			
Y	40052	001		*TBA*	STAFF		5		
	ART 394		DOCTORAL DISSERT		LEC	*VAR*			
Y	40053	001		*TBA*	STAFF		5		

BIOC (Biochemistry) 962-8326

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	BIOC 302		RES IN BIOCHEM		LEC	*VAR*			
M	40054	001		*TBA*	SANCAR, G.B.		5		
	BIOC 310		RESEARCH IN NBIO		LEC	*VAR*			
1	40055	001		*TBA*	STAFF				

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	BIOC 393		MASTERS THESIS		LEC	*VAR*			
M	40056	001		*TBA*	SANCAR, G B		5		
	BIOC 394		DOCTORAL DISSERT		LEC	*VAR*			
M	40057	001		*TBA*	SANCAR, G B		5		
	BIOC 400		GEN REGISTRATION		LEC	0.0			
M	40058	001		*TBA*	SANCAR, G B		5		

BIOL (Biology) 962-3390

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	BIOL 011		PRINCIPLES OF BIOL		LEC	3.0			
P	40059	001	MTWRF	09:45AM-11:15AM	DESAIX, J S		75	MT	0005
	BIOL 011L		INTRO BIOLOGY LAB		LAB	1.0			
P	40062	401	MTR	01:30PM-04:20PM	DESAIX, J S		25	CO	0208
P	40063	402	MTR	01:30PM-04:20PM	DESAIX, J S		25	CO	0209
	BIOL 045		FUND/HUM ANAT/PHYS		LEC	3.0			
P,Q	41455	001	MTWRF	09:45AM-11:15AM	BYNUM, K H		100	WI	0107
	BIOL 052		CELL & DEVEL BIOL		LEC	4.0			
P,Q,R	40066	001	MTWRF	11:30AM-01:00PM	PARSONS, S F		48	WI	0107
	BIOL 052		RECITATION		REC	0.0			
	40067	601	MTW	01:30PM-02:20PM	PARSONS, S F		24	WI	0132
	40068	602	MTW	03:00PM-03:50PM	PARSONS, S F		24	WI	0132
	BIOL 054		ECOLOGY & POP BIOL		LEC	4.0			
P,Q,R	40069	001	MTWRF	09:45AM-11:15AM	REICE, S R		48	BE	0103
	BIOL 054		RECITATION		REC	0.0			
	40070	601	MTW	01:30PM-02:20PM	REICE, S R		24	WI	0140
	40071	602	MTW	03:00PM-03:50PM	REICE, S R		24	WI	0140
	BIOL 063L		VERT STRUC-EVOL LAB		LAB	1.0			
P,Q	41456	401	MTR	01:15PM-04:05PM	BYNUM, K H		24	WI	0G19
P,Q	41457	402	MTR	01:15PM-04:05PM	BYNUM, K H		24	WI	0G20
	BIOL 073		ANIMAL BEHAVIOR		LEC	3.0			
Q,P	40075	001	MTWRF	11:30AM-01:00PM	WILEY, R H		50	MT	0005
	BIOL 073L		ANIMAL BEHAVIOR LAB		LAB	1.0			
	40076	401	TWR	02:00PM-04:50PM	WILEY, R H		14	WI	0111
	BIOL 090		LAB INTERN IN BIOL		LEC	1.0			
1	40077	001		*TBA*	DESAIX, J S		3		
1	41453	002		*TBA*	BYNUM, K H		2		
	BIOL 091		LAB ASST IN BIOL		LEC	2.0			
1	40078	001		*TBA*	DESAIX, J S		2		
1	41454	002		*TBA*	BYNUM, K H		2		
	BIOL 095		DIRECTED READING		LEC	*VAR*			
1	40079	001		*TBA*	STAFF		10		
	BIOL 096		SPECIAL TOPICS		LEC	*VAR*			
1	40080	001		*TBA*	STAFF		10		
	BIOL 098		UNDERGRAD RESEARCH		LEC	*VAR*			
1	40081	001		*TBA*	STAFF		10		
	BIOL 141		SPEC PROB MAR BIOL		LEC	*VAR*			
	41528	001		*TBA*	STAFF		30		
	BIOL 393		MASTERS THESIS		LEC	*VAR*			
M	40090	001		*TBA*	STAFF		5		
	BIOL 394		DOCTORAL DISSERT		LEC	*VAR*			
M	40091	001		*TBA*	STAFF		10		

BIOS (Biostatistics) 966-7262

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	BIOS 342		PRACT IN STAT CONSU		LEC	*VAR*			
	40094	001		*TBA*	STAFF		10		
	BIOS 390		RESEARCH IN BIOSTAT		LEC	*VAR*			
	40095	001		*TBA*	STAFF		10		
	BIOS 392		MASTER'S PAPER		LEC	*VAR*			
	40096	001		*TBA*	STAFF		8		
	BIOS 393		MASTERS THESIS		LEC	*VAR*			
	40097	001		*TBA*	STAFF		10		
	BIOS 394		DOCTORAL DISSERT		LEC	*VAR*			
	40098	001		*TBA*	STAFF		25		
	BIOS 400		GEN REGISTRATION		LEC	0.0			
	40099	001		*TBA*	STAFF		15		

BMME (Biomedical Engineering & Mathematics) 966-1175

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	BMME 231		SPECIAL TOPICS		LEC	*VAR*			
	40100	024		*TBA*	LUCAS, C L		4		
	40101	040		*TBA*	HANKER, J S		3		
	BMME 393		MASTERS THESIS		LEC	*VAR*			
	40102	003		*TBA*	HSIAO, H S		10		
	40103	024		*TBA*	LUCAS, C L		10		
	40104	029		*TBA*	QUINT, S R		10		
	40105	033		*TBA*	PROPST, R H		5		
	40106	034		*TBA*	TSUI, B M		10		
	40107	037		*TBA*	CHARLTON, J O		10		
	40108	041		*TBA*	KUSY, R P		10		
	BMME 394		DOCTORAL DISSERT		LEC	*VAR*			
	40109	003		*TBA*	HSIAO, H S		10		
	40110	024		*TBA*	LUCAS, C L		10		
	40111	029		*TBA*	QUINT, S R		10		
	40112	034		*TBA*	TSUI, B M		10		
	40113	037		*TBA*	CHARLTON, J O		10		
	40114	041		*TBA*	KUSY, R P		10		
	BMME 400		GEN REGISTRATION		LEC	0.0			
	40115	003		*TBA*	HSIAO, H S		10		

BUSI (Business Administration) 962-8301

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	BUSI 024		INTRO MANAGEMNT SCI		LEC	3.0			
	40116	001	MTWRF	08:00AM-09:30AM	DESJARDINS, R B		40	NC	00T5
	40117	002	MTWRF	09:45AM-11:15AM	DESJARDINS, R B		40	NC	00T5
	BUSI 071		BASIC ACCTG PRNCPLS		LEC	3.0			
	40118	001	MTWRF	09:45AM-11:15AM	LYNCH, LUANN J		45	CR	0002
	BUSI 100		COMMUNICATIONS		LEC	3.0			
	40121	001	MTR	06:00PM-08:35PM	KRAPF, F L		20	NC	00T2
	BUSI 130		OPERATIONS MGMT		LEC	3.0			
	40122	001	MTWRF	08:00AM-09:30AM	ELVERS, D A		45	NC	00T2
	BUSI 140		LEG ENVIRON OF BUSI		LEC	3.0			
	40123	001	MTWRF	11:30AM-01:00PM	MANN, R A		30	NC	00T7
	BUSI 142		MANAGERIAL LAW		LEC	3.0			
	41477	001	MTWRF	09:45AM-11:15AM	MANN, R A		30	NC	00T7
	BUSI 150		ORG BEHAVIOR		LEC	3.0			
	40124	001	MTWRF	08:00AM-09:30AM	STEPHENS, T A		40	NC	00T1

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	BUSI 160		PRINC OF MARKETING		LEC	3.0			
	40125	001	MTWRF	09:45AM-11:15AM	BLOOM, P N		45	NC	00T6
	BUSI 170		MANAGEMENT ACCTG		LEC	3.0			
	40127	001	MTWRF	08:00AM-09:30AM	STAFF		45	NC	00T6
	BUSI 180		PRIN FINANCIAL MGT		LEC	3.0			
	40128	001	MTWRF	09:45AM-11:15AM	STAFF		35	NC	00T2
	BUSI 186		INVESTMENTS		LEC	3.0			
	40129	001	MTWRF	11:30AM-01:00PM	STAFF		30	NC	00T5
	BUSI 190		ADMIN POLICY		LEC	3.0			
	40130	001	MTWRF	09:45AM-11:15AM	FOWLER, S W		40	NC	00T1
	BUSI 200M		STATS FOR ACCOUNTANTS		LEC	1.5			
	41480	001	MTWRF	08:15AM-10:15AM	STAFF		40	NC	00G8
	41481	002	MTWRF	10:30AM-12:30PM	STAFF		40	NC	00G8
	BUSI 2408		FINANCIAL REPORTING II		LEC	3.0			
	41478	001	MTWRF	08:15AM-10:15PM	MARCELAIS, C S		40	NC	00G7
	41479	002	MTWRF	10:30AM-12:30PM	MARCELAIS, C S		40	NC	00G7
	BUSI 244A		TAXATION		LEC	1.5			
	41482	001	MTWRF	08:15AM-10:15AM	HOFFMAN, O E		40	NC	00G8
	41483	002	MTWRF	10:30AM-12:30PM	HOFFMAN, O E		40	NC	00G8
	BUSI 394		DOCTORAL DISSERT		LEC	*VAR*			
1	40144	010	*TBA*		RAVENSCRAFT, D		20		

CBIO (Cell Biology & Anatomy) 966-3026

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	CBIO 310		RESEARCH		LEC	*VAR*			
	40145	001	*TBA*		STAFF		5		
	CBIO 315		RES LAB APPRENTICE		LEC	3.0			
	40146	001	*TBA*		STAFF		15		
	CBIO 393		MASTERS THESIS		LEC	*VAR*			
	40147	001	*TBA*		STAFF		5		
	CBIO 394		DOCTORAL DISSERT		LEC	*VAR*			
	40148	001	*TBA*		STAFF		15		
	CBIO 400		GEN REGISTRATION		LEC	0.0			
	40149	001	*TBA*		STAFF		9		

CHEM (Chemistry) 966-4097

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	CHEM 021		GEN DESCRIP CHEM II		LEC	3.0			
P	40155	001	MTWRF	09:45AM-11:15AM	BURSEY, M M		160	VE	0268
	CHEM 021L		QUANT CHEM LAB II		LAB	1.0			
P	40160	401	MTW	11:30AM-03:30PM	SORRELL, T N		22	VE	0268
P	40161	402	MTW	11:30AM-03:30PM	SORRELL, T N		22	VE	0268
P	40162	403	MTW	11:30AM-03:30PM	SORRELL, T N		22	VE	0268
P	40163	404	MTW	11:30AM-03:30PM	JICHA, O C		22	VE	0268
P	40164	405	MTW	11:30AM-03:30PM	JICHA, D C		22	VE	0268
P	40165	406	MTW	11:30AM-03:30PM	JICHA, O C		22	VE	0268
			NOTE: PREREQUISITE, CHEMISTRY 11L; COREQUISITE, CHEMISTRY 21						
	CHEM 051		INTRO INORG CHEM		LEC	2.0			
	40168	001	MTWRF	09:45AM-11:15AM	JICHA, O C		40	VE	0224
			NOTE: PREREQUISITE, CHEMISTRY 21 OR 25H						
	CHEM 062		INTRO ORG CHEM II		LEC	3.0			
	40169	001	MTWRF	08:00AM-09:30AM	COKE, J L		145	VE	0268
			NOTE: PREREQUISITE, CHEMISTRY 61 OR 65H						
	CHEM 062L		LAB ORGANIC CHEM		LAB	1.0			
	40170	401	MTW	01:15PM-05:00PM	BURSEY, M M		20	VE	0207

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	CHEM 062L		LAB ORGANIC CHEM		(CONT.)LAB	1.0			
	40171	402	MTW	01:15PM-05:00PM	BURSEY, M M		20	VE	0207
	40172	403	MTW	01:15PM-05:00PM	BURSEY, M M		20	VE	0207
	40173	404	MTW	01:15PM-05:00PM	BURSEY, M M		20	VE	0207
	40174	405	MTW	01:15PM-05:00PM	BURSEY, M M		18	VE	0207
			NOTE: PREREQUISITE OR COREQUISITE, CHEMISTRY 62 OR 66H						
	CHEM 099		RES CHEM UNDERGRAD		LEC	3.0			
	40175	001	*TBA*		COKE, J L		10		
			NOTE: PERMISSION REQUIRED FROM DEPARTMENT						
	CHEM 101		SPEC PROBS IN CHEM		LEC	*VAR*			
	40176	001	*TBA*		COKE, J L		5		
			NOTE: PERMISSION REQUIRED FROM DEPARTMENT						
	CHEM 130		INTRO BIOLOG CHEM		LEC	3.0			
	41561	001	MTWRF	08:00AM-09:30AM	SORRELL, T N		100	VE	0308
	CHEM 170L		SYNTH CHEM LAB I		LAB	2.0			
	40177	401	TWR	12:00PM-04:50PM	COKE, J L		20	VE	0224
			NOTE: PREREQUISITES, CHEMISTRY 41L OR 45L, 51, 62 OR 66H, 62L OR 66L						
	CHEM 171L		SYNTH CHEM LAB II		LAB	2.0			
	40178	401	TWR	12:00PM-04:50PM	FORBIS, RICHARD		10	VE	0221
			NOTE: PREREQUISITE, CHEMISTRY 170L						
	CHEM 331		RES/METH/BIOLO CHEM		LEC	*VAR*			
	40180	001	*TBA*		STAFF		5		
	CHEM 341		RES/METH/ANALY CHEM		LEC	*VAR*			
	40181	001	*TBA*		STAFF		1		
	CHEM 351		RES/METH/INORG CHEM		LEC	*VAR*			
	40182	001	*TBA*		STAFF		5		
	CHEM 361		RES/METH/ORG CHEM		LEC	*VAR*			
	40183	001	*TBA*		STAFF		5		
	CHEM 381		RES/METH/PHYS CHEM		LEC	*VAR*			
	40184	001	*TBA*		STAFF		5		
	CHEM 393		MASTERS THESIS		LEC	*VAR*			
	40185	001	*TBA*		STAFF		5		
	CHEM 394		DOCTORAL DISSERT		LEC	*VAR*			
	40186	001	*TBA*		STAFF		15		
	CHEM 400		GEN REGISTRATION		LEC	0.0			
	40187	001	*TBA*		STAFF		5		

CLAR (Classical Archaeology) 962-7191

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	CLAR 341		SPECIAL READING		LEC	3.0			
	40188	001	*TBA*		STAFF		5		
	CLAR 393		MASTERS THESIS		LEC	*VAR*			
	40189	001	*TBA*		STAFF		5		
	CLAR 394		DOCTORAL DISSERT		LEC	*VAR*			
	40190	001	*TBA*		STAFF		5		

CLAS (Classics) 962-7191

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	CLAS 077		MYTH IN GREEK LIT		LEC	3.0			
P	41443	001	MTWRF	09:45AM-11:15AM	STAFF		45	MU	0100
	CLAS 400		GEN REGISTRATION		LEC	0.0			
	40196	001	*TBA*		STAFF		5		

CMPL (Comparative Literature) 962-1055

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	CMPL 240		READING COURSE		LEC	*VAR*			
	40197	001		*TBA*	KENNEDY, E D		5		
	CMPL 393		MASTERS THESIS		LEC	*VAR*			
	40198	001		*TBA*	KENNEDY, E D		5		
	CMPL 394		DOCTORAL DISSERT		LEC	*VAR*			
	40199	001		*TBA*	KENNEDY, E D		5		
	CMPL 400		GEN REGISTRATION		LEC	0.0			
	40200	001		*TBA*	KENNEDY, E D		5		

COMM (Communication Studies) 962-1127

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	COMM 013		PUBLIC SPEAKING		LEC	3.0			
	41486	001	MTWRF	09:45AM-11:15AM	STAFF		25	BI	0208
	COMM 022		INTRO INTERPER COMM		LEC	3.0			
	41487	001	MTWRF	08:00AM-09:30AM	STAFF		25	BI	0108
	COMM 024		GENDER COMMUNICAT		LEC	3.0			
X	41505	001	MTWRF	11:30AM-01:00PM	STAFF		17	BI	0108
	COMM 034		FILM/VIDEO PROD		LEC	3.0			
M	41488	001	MTR	01:15PM-03:50PM	STAFF		16	SW	0110
	COMM 041		MEDIA CRITICISM		LEC	3.0			
P	41489	001	MTWRF	09:45AM-11:15AM	STAFF		25	SW	001A
	COMM 060		INTRO/PERF OF LIT		LEC	3.0			
P	41490	001	MTWRF	08:00AM-09:30AM	STAFF		25	BI	0203
P	41491	002	MTWRF	11:30AM-01:00PM	STAFF		25	BI	0203
	COMM 075		ENVIRO ADVOCACY		LEC	3.0			
P	41492	001	MTWRF	09:45AM-11:15AM	COX, J R		30	BI	0108
	COMM 080		CULTURAL DIVERSITY		LEC	3.0			
X	41548	001	MTWRF	08:00AM-09:30AM	FIELDS, JESSICA		15	GA	0309
	COMM 090		INTERNSHIP		LEC	*VAR*			
M,1	41495	001		*TBA*	MAY, S K		10		
M,1	41497	002		*TBA*	EDWARDS, PAUL		10		
			SECTION TITLE: HOLLYWOOD MEDIA INTERNS						
	COMM 091		IND STUDY/DIR READ		LEC	*VAR*			
M,1	41498	003		*TBA*	COX, J R		3		
M,1	41500	010		*TBA*	KINDEM, G A		3		
M,1	41496	013		*TBA*	MAY, S K		3		
M,1	41499	014		*TBA*	WALTMAN, M S		3		
	COMM 120		INTERPERS COMM		LEC	3.0			
	41493	001	MTWRF	09:45AM-11:15AM	WALTMAN, M S		30	BI	0101
	COMM 159		SPEC TOP MEDIA STUD		LEC	3.0			
M,1	41494	001		*TBA*	EDWARDS, PAUL		10		
			SECTION TITLE: HOLLYWOOD MEDIA INDUSTRY						
	COMM 390		PRACT/COMM STUDIES		LEC	*VAR*			
M,Y	41510	001		*TBA*	STAFF		5		
	COMM 391		DIRECTED RESEARCH		LEC	3.0			
M,Y	41509	001		*TBA*	STAFF		10		
	COMM 393		MASTER'S THESIS		LEC	*VAR*			
M,Y	41511	001		*TBA*	STAFF		10		
	COMM 400		GEN REGISTRATION		LEC	0.0			
M,Y	41512	001		*TBA*	STAFF		5		

COMP (Computer Science) 962-1700

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	COMP 004		COMP:PWR TOOLS/MIND		LEC	3.0			
	40201	090	MTWRF	01:15PM-02:45PM	TELL, STEPHEN		40	SN	0011
	40202	091	MTWR	06:30PM-08:30PM	PARRIS, MARK A		40	SN	0011
	COMP 014		INTRO PROGRAMMING		LEC	3.0			
P	40203	090	MTWRF	09:45AM-11:15AM	KUMAR, SUBODH		40	SN	0011
P	40204	091	MTWRF	03:00PM-04:30PM	STOTTS, P D		40	SN	0011
	COMP 092		PRACTICUM		LEC	*VAR*			
	40207	006		*TBA*	WALSH, J M		5		
	40208	009		*TBA*	BROOKS, F P		5		
	COMP 391		READING & RESEARCH		LEC	*VAR*			
	40212	048		*TBA*	SINGH, R		5		
	COMP 393		MASTERS THESIS		LEC	*VAR*			
	40213	002		*TBA*	MAGO, G A		5		
	40214	003		*TBA*	STANAT, D F		5		
	40215	004		*TBA*	CALINGAERT, P		5		
	40216	006		*TBA*	PIZER, S M		5		
	40217	009		*TBA*	BROOKS, F P		5		
	40218	010		*TBA*	WEISS, S F		5		
	40219	011		*TBA*	FUCHS, H		5		
	40220	021		*TBA*	WHITTED, J T		5		
	40221	022		*TBA*	HEDLUND, K S		5		
	40222	025		*TBA*	SMITH, J B		5		
	40223	026		*TBA*	HALTON, J H		5		
	40224	027		*TBA*	BEARD, D V		5		
	40225	028		*TBA*	PLAISTED, D A		5		
	40226	030		*TBA*	WATANABE, H		5		
	40227	031		*TBA*	COGGINS, J M		5		
	40228	033		*TBA*	PRINS, J F		5		
	40229	034		*TBA*	TYAGI, A		5		
	40230	039		*TBA*	BISHOP, G		5		
	40231	040		*TBA*	JEFFAY, K		5		
	40232	041		*TBA*	WELCH, J		5		
	40233	042		*TBA*	SMITH, F O		5		
	40234	050		*TBA*	MARSHALL, J A		5		
	COMP 394		DOCTORAL DISSERT		LEC	*VAR*			
	40235	002		*TBA*	MAGO, G A		5		
	40236	003		*TBA*	STANAT, D F		5		
	40237	004		*TBA*	CALINGAERT, P		5		
	40238	006		*TBA*	PIZER, S M		5		
	40239	009		*TBA*	BROOKS, F P		5		
	40240	010		*TBA*	WEISS, S F		5		
	40241	011		*TBA*	FUCHS, H		5		
	40242	021		*TBA*	WHITTED, J T		5		
	40243	022		*TBA*	HEDLUND, K S		5		
	40244	025		*TBA*	SMITH, J B		5		
	40245	026		*TBA*	HALTON, J H		5		
	40246	027		*TBA*	BEARD, D V		5		
	40247	028		*TBA*	PLAISTED, D A		5		
	40248	030		*TBA*	WATANABE, H		5		

NOTE: For footnotes, see page A1 or A24. Perspective lists are located under Course Offerings.

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	COMP 394		DOCTORAL DISSERT		(CONT.)LEC	*VAR*			
	40249	031		*TBA*	COGGINS, J M		5		
	40250	032		*TBA*	POULTON, J		5		
	40251	033		*TBA*	PRINS, J F		5		
	40252	034		*TBA*	TYAGI, A		5		
	40253	040		*TBA*	JEFFAY, K		5		
	40254	041		*TBA*	WELCH, J		5		
	40255	042		*TBA*	SMITH, F O		5		
	40256	050		*TBA*	MARSHALL, J A		5		
	40257	059		*TBA*	STOTTS, P D		5		
	COMP 400		GEN REGISTRATION		LEC	0.0			
	40258	001		*TBA*	HEDLUND, K S		10		

DECO (Dental Ecology) 966-2787

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	DECO 400		GEN REGISTRATION		LEC	0.0			
	40259	001		*TBA*	STAFF		3		

DHED (Dental Hygiene Education) 966-2800

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	DHED 301		RESEARCH		LEC	*VAR*			
	40260	001		*TBA*	WILDER, R S		10		
	DHED 393		MASTERS THESIS		LEC	*VAR*			
	40261	001		*TBA*	WILDER, R S		10		
	DHED 400		GEN REGISTRATION		LEC	0.0			
	40262	001		*TBA*	STAFF		10		

DHYG (Dental Hygiene) 966-2800

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	DHYG 093		ADVANCED CLIN D/HYG		LEC	*VAR*			
	40263	001		*TBA*	MAURIELLO, S M		5		

DRAM (Dramatic Art) 962-1132

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	DRAM 015		ELEMENTS OF DRAMA		LEC	3.0			
P	40264	001	MTWRF	11:30AM-01:00PM	HUEY, T		23	GM	0216
	DRAM 016		ELEMENTS OF THEATRE		LEC	3.0			
P	41540	001	MTWRF	08:00AM-09:30AM	RINEHART, S		23	GM	0006
	DRAM 020		PLAY ANALYSIS		LEC	3.0			
P	41541	001	MTWRF	09:45AM-11:15AM	HUEY, T		23	GM	0216
	DRAM 035		ACTING/NON-MAJORS		LEC	3.0			
	40266	002	MTWRF	08:00AM-09:30AM	STAFF		10	PT	0102
	40267	003	MTWRF	09:45AM-11:15AM	RINEHART, S		10	GM	0006
	40268	004	MTWRF	09:45AM-11:15AM	STAFF		10	GM	0208
	40269	005	MTWRF	11:30AM-01:00PM	STAFF		10	GM	0103
	DRAM 056		MVMT FOR THE ACTOR		LEC	3.0			
	40270	001	MTWRF	08:00AM-09:30AM	STAFF		10	GM	0103
	40271	002	MTWRF	09:45AM-11:15AM	STAFF		10	GM	0103
	DRAM 060		STAGECRAFT		LEC	3.0			
	41544	001	MTWRF	09:45AM-11:15AM	COBLE, A		15	PG	0222
	41546	002	MTWRF	11:30AM-01:00PM	COBLE, A		15	PG	0222

ECOL (Ecology) 962-1270

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ECOL 201		SEM IN ECOLOGY		LEC	2.0			
	40279	001		*TBA*	REICE, S R		2		
			NOTE: ECOLOGY GRADUATE STUDENTS ONLY						
	ECOL 202		FIELD EXPER ECOL		LEC	2.0			
M	40280	001		*TBA*	REICE, S R		3		
			NOTE: PERMISSION OF INSTRUCTOR REQUIRED						
	ECOL 203		MASTER SCI PAPER		LEC	3.0			
M	40281	001		*TBA*	REICE, S R		2		
	ECOL 250		SPEC TOPICS IN ECOL		LEC	*VAR*			
1	40282	001		*TBA*	REICE, S R		5		
			NOTE: PERMISSION OF INSTRUCTOR REQUIRED						
	ECOL 300		RES IN ECOLOGY		LEC	*VAR*			
M	40283	001		*TBA*	STAFF		5		
			NOTE: ECOLOGY GRADUATE STUDENTS ONLY						
	ECOL 393		MASTERS THESIS		LEC	*VAR*			
	40284	001		*TBA*	STAFF		5		
	ECOL 394		DOCTORAL DISSERT		LEC	*VAR*			
	40285	001		*TBA*	STAFF		5		
	ECOL 400		GEN REGISTRATION		LEC	0.0			
	40286	001		*TBA*	STAFF		5		

ECON (Economics) 966-2383

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ECON 010		ECON: INTRO		LEC	3.0			
P	40289	001	MTWRF	08:00AM-09:30AM	STAFF		35	GA	0106
P	40290	002	MTWRF	11:30AM-01:00PM	STAFF		35	GA	0103
	ECON 070		ECONOMIC STATISTICS		LEC	3.0			
	40293	001	MTWRF	11:30AM-01:00PM	STAFF		35	GA	0007
	ECON 100		APPLIED MICRO		LEC	3.0			
	40294	001	MTWRF	09:45AM-11:15AM	STAFF		30	GA	0007
	ECON 101		MICRO THEORY		LEC	3.0			
	40295	001	MTWRF	08:00AM-09:30AM	STAFF		30	GA	0007
	ECON 130		MACRO THRY & POLICY		LEC	3.0			
	40296	001	MTWRF	08:00AM-09:30AM	STAFF		35	GA	0307
	ECON 132		IN TH/MONEY INC EMP		LEC	3.0			
	40297	001	MTWRF	09:45AM-11:15AM	HYDELL, R P		30	GA	0106
	ECON 145		PUB POL TOWARD BUS		LEC	3.0			
Q	40298	001	MTWRF	09:45AM-11:15AM	WAKEMAN, D H		30	GA	0309
	ECON 161		INTERNATIONAL ECON		LEC	3.0			
Q	40299	001	MTWRF	11:30AM-01:00PM	FIELD, A J		35	GA	0307
	ECON 193		HIST-LABOR MOVEMENT		LEC	3.0			
	40300	001	MTWRF	11:30AM-01:00PM	HYDELL, R P		40	GA	0106
	ECON 199		SEMINAR IN ECON		LEC	3.0			
	40301	001		*TBA*	FIELD, A J		1		
	ECON 393		MASTERS THESIS		LEC	*VAR*			
	40302	001		*TBA*	STAFF		5		
	ECON 394		DOCTORAL DISSERT		LEC	*VAR*			
	40303	001		*TBA*	STAFF		5		
	ECON 399		SEMINAR		LEC	*VAR*			
1	40304	001		*TBA*	STAFF		5		
	ECON 400		GEN REGISTRATION		LEC	0.0			
	40305	001		*TBA*	STAFF		5		

EDCI (Educational Curriculum & Instruction) 966-1346

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EDCI 120		EARLY CHLD EDUC		LEC	3.0			
	41575	001	MTWRF	09:45AM-11:15AM	DAY, B D		15	PE	0220

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EDCI 199		INDEPT STUDY IN C&I		LEC	*VAR*			
1	40306	001		*TBA*	BRICE, R		5		
1	40307	002		*TBA*	UNKS, G		5		
1	40308	004		*TBA*	ROGERS, D		5		
	40309	005		*TBA*	DAY, B D		5		
	40310	006		*TBA*	DEWERT, M		5		
	EDCI 200		INTRO TO CURRICULUM		LEC	3.0			
	41344	001	MTWRF	09:45AM-11:15AM	HENNIS		20	PE	0306
	EDCI 303		PROB-C & I		LEC	3.0			
	40314	001		*TBA*	HANNUM, W		5		
	40315	002		*TBA*	DAY, B D		10		
	EDCI 306		PRACTICUM IN C & I		LEC	*VAR*			
1	40316	001		*TBA*	HEINING-BOYN, A		10		
	40317	002		*TBA*	WILEMAN, R E		10		
	40318	003		*TBA*	DAY, B D		10		
1	40319	004		*TBA*	PLEASANTS, F		10		
	40320	005		*TBA*	PALMER, W S		10		
	40321	006		*TBA*	HOUNSHELL, P B		10		
	40322	007		*TBA*	BALLEW, H		10		
	40323	008		*TBA*	HUFF, D M		10		
	40324	009		*TBA*	COLLIE, ELLEN R		10		
	40325	010		*TBA*	JONES, G		10		

EDFO (Educational Foundations) 966-1346

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EDFO 101		PSYC CHILDHD & ADOL		LEC	3.0			
	40327	001	MTWRF	09:45AM-11:15AM	MEECE, J L		30	PE	0204
	EDFO 120		SOC FOUND AM EDUC		LEC	3.0			
	40328	001	MTWRF	01:15PM-02:45PM	UNKS, G		20	PE	0104
	EDFO 220		PHIL MOD EDUC		LEC	3.0			
	41349	001	MTWRF	11:30AM-01:00PM	STONE		20	PE	0217
	EDFO 280		SATISTICS II		LEC	4.0			
	40330	001	MTWR	03:00PM-05:30PM	WARE, W B		25	PE	0104
	EDFO 393		MASTERS THESIS		LEC	*VAR*			
	40334	001		*TBA*	HOOPER, S R		5		
	EDFO 394		DOCTORAL DISSERT		LEC	*VAR*			
1	40335	002		*TBA*	MEECE, J L		5		
1	40336	003		*TBA*	PELOSI, J		5		
1	40337	004		*TBA*	SIMEONSSON, R		5		
	40338	005		*TBA*	GALLAGHER, J J		5		
	40339	006		*TBA*	GALASSI, J P		5		
	40340	007		*TBA*	BAILEY, D		5		
	40341	008		*TBA*	SCHULTE, A		5		
1	40342	009		*TBA*	GEORGE, J R		5		
1	40343	010		*TBA*	SAKATA, R T		5		
	40344	011		*TBA*	HOUNSHELL, P B		5		
	40345	012		*TBA*	MORRISON, J		5		
	40346	013		*TBA*	CUNNINGHAM, J		5		
	40347	014		*TBA*	STRITTER, F T		5		
	40348	015		*TBA*	DAY, B D		5		
	40349	016		*TBA*	PHILLIPS, R C		5		
	40350	017		*TBA*	PRYZWANSKY, W		5		
	40351	018		*TBA*	BRICE, R		5		
	40352	019		*TBA*	WHITE, K P		5		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EDFO 394		DOCTORAL DISSERT		(CONT.)LEC	*VAR*			
	40353	020		*TBA*	BRANTLEY, J C		5		
	40354	021		*TBA*	WARE, W B		5		
	40355	022		*TBA*	CLARK, T		5		
	EDFO 400		GEN REGISTRATION		LEC	0.0			
	40357	001		*TBA*	STAFF		10		

EDSP (Education, Specialized Professional Programs) 966-1346

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EDSP 200		INTRO TO SCH COUNS		LEC	3.0			
	41461	001	MTWRF	09:45AM-01:00PM	BROWN,D		20	PE	0203
	EDSP 203		PRE-PRACT IN COUNS		LEC	3.0			
	40361	001	MTWRF	02:40PM-04:10PM	STAFF		25	PE	0217
	EDSP 207		INTERN SCH CO/CONS		LEC	*VAR*			
	41459	001		*TBA*	GALASSI		10		
	EDSP 209		ISSUES/ORG GUD SERV		LEC	3.0			
	41460	001		*TBA*	BROWN,D		20		
	EDSP 224		PRNT/FMLY HNDCP CHD		LEC	3.0			
	41458	001		*TBA*	WINTON, P		20		
	EDSP 228		EXTERN SCHL PSYCH		LEC	*VAR*			
	41462	001		*TBA*	STAFF		20		
	EDSP 322		SEM IN LRNG DISABS		LEC	3.0			
	40367	001	MTWRF	08:00AM-11:00AM	LILLIE,D		35	PE	0216
	EDSP 340		MASTER'S INTSHP		LEC	*VAR*			
1	41557	001		*TBA*	BOONE, H		20		
	EDSP 345		PROBS IN SPEC EDUC		LEC	3.0			
	41463	001	MTWR	01:00PM-02:50PM	COLLIE, ELLEN R		20	PE	0204

EDUC (Education) 966-1346

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EDUC 004		ART FOR ELEM TCHERS		LEC	3.0			
1	40381	001	MTWR	06:00PM-09:00PM	RHOADES		20	AR	0216
	EDUC 041		EDUC IN AM SOCIETY		LEC	3.0			
	40382	001	MTWRF	11:30AM-01:00PM	UNKS, G		75	PE	0104
	EDUC 069		TEACH SKILLS LAB		LEC	3.0			
1	40383	001	MTWRF	01:00PM-04:30PM	STAFF		15	PE	0206
	EDUC 096		TEACHING INTERNSHIP		LEC	*VAR*			
1	40385	001	MTWRF	08:00AM-12:50PM	STAFF		20	PE	0206
	EDUC 153		CONT RDNG & WRTNG		LEC	3.0			
1	40392	001	MTWRF	09:45AM-11:15AM	PALMER, W S		30	PE	0215

ENDO (Endodontics) 966-2707

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ENDO 393		THESIS		LEC	*VAR*			
	40393	001		*TBA*	STAFF		4		
	ENDO 400		GEN REGISTRATION		LEC	0.0			
	40394	001		*TBA*	STAFF		3		

ENGL (English) 962-5481

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ENGL 010		BASIC WRITING		LEC	3.0			
	40395	001	MTWRF	08:00AM-09:30AM	STAFF		20	BI	0301
	ENGL 011		ENG COMP & RHETORIC		LEC	3.0			
	40400	001	MTWRF	08:00AM-09:30AM	STAFF		20	BI	0302

NOTE: For footnotes, see page A1 or A24. Perspective lists are located under Course Offerings.

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ENGL 012		ENG COMP & RHETORIC		LEC	3.0			
	40404	001	MTWRF	08:00AM-09:30AM	STAFF		20	BI	0306
	40405	002	MTWRF	09:45AM-11:15AM	STAFF		20	BI	0301
	ENGL 020		ENG LIT/MID AGE/18C		LEC	3.0			
P	40408	001	MTWRF	09:45AM-11:15AM	KENDALL, R D		30	GL	0302
	ENGL 025		INTRO TO POETRY		LEC	3.0			
P	41515	001	MTWRF	11:30AM-01:00PM	HARMON, W R		35	GL	0301
	ENGL 058		SHAKESPEARE		LEC	3.0			
P	41516	001	MTWRF	08:00AM-09:30AM	KENDALL, R D		35	GL	0302
	ENGL 081		AMER LIT 1865-1930		LEC	3.0			
P	40424	001	MTWRF	08:00AM-09:30AM	KING, J K		35	GL	0305
	ENGL 085		AFRO-AM LIT FR 1950		LEC	3.0			
P	41517	001	MTWRF	11:30AM-01:00PM	COLEMAN, J W		35	GL	0302
	ENGL 088		SOUTHERN AM LIT		LEC	3.0			
P	40426	001	MTWRF	08:00AM-09:30AM	FLORA, J M		25	GL	0304
	ENGL 095		ENG-AM DRAM 20 CENT		LEC	3.0			
P	40428	001	MTWRF	09:45AM-11:15AM	KING, J K		25	GL	0304
	ENGL 187		FOLKLORE IN SOUTH		LEC	3.0			
P,X	41513	001	MTWRF	09:45AM-11:15AM	PATTERSON, D W		25	SM	0107
	ENGL 188		SOUTHERN-AMER LIT		LEC	3.0			
Y	40430	001	MTWRF	08:00AM-09:30AM	FLORA, J M		10	GL	0304
	ENGL 195		ENG/AMER DRAMA 20C		LEC	3.0			
Y	40431	001	MTWRF	09:45AM-11:15AM	KING, J K		10	GL	0304
	ENGL 393		MASTERS THESIS		LEC	*VAR*			
	40432	001		*TBA*	STAFF		20		
	ENGL 394		DOCTORAL DISSERT		LEC	*VAR*			
	40433	001		*TBA*	STAFF		20		
	ENGL 397		DIRECTED READINGS		LEC	*VAR*			
	40434	001		*TBA*	STAFF		10		

ENVR (Environmental Sciences & Engineering) 966-3844

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ENVR 098		SENIOR THESIS		LEC	3.0			
1	40435	001		*TBA*	CRAWFORD-BRO, D		15		
	ENVR 099		UNDERGRAD RESEARCH		LEC	3.0			
1	40436	001		*TBA*	STAFF		10		
	ENVR 100		READ ENV SCI/ENG		LEC	*VAR*			
1	40437	001		*TBA*	STAFF		10		
	ENVR 200		PROB IN ENV SCI/ENG		LEC	*VAR*			
	40438	001		*TBA*	STAFF		15		
	ENVR 320		RES IN ENV CHEM		LEC	*VAR*			
	40439	001		*TBA*	STAFF		25		
	ENVR 330		RES IN ENV BIOL		LEC	*VAR*			
	40440	001		*TBA*	STAFF		25		
	ENVR 340		RES AIR/INDUST HYG		LEC	*VAR*			
	40441	001		*TBA*	STAFF		25		
	ENVR 341		RES AIR/IND HYG ENG		LEC	*VAR*			
	40442	001		*TBA*	STAFF		25		
	ENVR 350		RES ENV/MGMT PROT		LEC	*VAR*			
	40443	001		*TBA*	STAFF		25		
	ENVR 360		RES IN RAD HYGIENE		LEC	*VAR*			
	40444	001		*TBA*	STAFF		15		
	ENVR 370		INV/WATER RES ENG		LEC	*VAR*			
	40445	001		*TBA*	STAFF		25		
	ENVR 390		RES ENVIR HLTH SCI		LEC	*VAR*			
	40446	001		*TBA*	STAFF		25		
	ENVR 392		MASTERS TECH REPORT		LEC	*VAR*			
	40447	001		*TBA*	STAFF		25		
	ENVR 393		MASTERS THESIS		LEC	*VAR*			
	40448	001		*TBA*	STAFF		25		
	ENVR 394		DOCTORAL DISSERT		LEC	*VAR*			
	40449	001		*TBA*	STAFF		25		
	ENVR 400		GEN REGISTRATION		LEC	0.0			
	40450	001		*TBA*	STAFF		200		

EPID (Epidemiology) 966-7458

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EPID 141		PROBS IN EPIDEM		LEC	*VAR*			
1	40451	001		*TBA*	SHY, CARL M.		40		
1	40452	002		*TBA*	WEBER, D J		40		
1	40453	003		*TBA*	SHY, CARL M.		40		
1	40454	004		*TBA*	SHY, CARL M.		40		
1	40455	005		*TBA*	SHY, CARL M.		10		
1	40456	006		*TBA*	SHY, CARL M.		10		
1	40457	007		*TBA*	SHY, CARL M.		10		
1	40458	008		*TBA*	SHY, CARL M.		10		
	EPID 315		FLD TRGN IN EPID		LEC	*VAR*			
	40459	001		*TBA*	STAFF		10		
	41531	002		*TBA*	WEINTRAUB, J		10		
	EPID 361		RES IN EPIDEMIOLOGY		LEC	*VAR*			
1	40460	001		*TBA*	STAFF		30		
	EPID 380		HOSPITAL EPID		LEC	*VAR*			
1	40461	001		*TBA*	WEBER,DJ		10		
	EPID 392		MASTER'S PAPER		LEC	*VAR*			
1	40462	001		*TBA*	STAFF		30		
	40463	004		*TBA*	CORNONI-HUNT, J		3		
	40464	005		*TBA*	HULKA, B S		10		
	40465	006		*TBA*	IBRAHIM, M A		3		
	40466	008		*TBA*	KAPLAN, B H		10		
	40467	013		*TBA*	TYROLER, H A		10		
	40468	014		*TBA*	SHY, C M		10		
	40469	041		*TBA*	HEISS, G		10		
	40470	054		*TBA*	DEFRIESE, G H		10		
	40471	061		*TBA*	WILCOX, A J		3		
	40472	064		*TBA*	SCHOENBACH, V J		10		
	40473	073		*TBA*	SANDLER, R S		5		
	40474	082		*TBA*	YANKASKAS, B		5		
	40475	084		*TBA*	BOEHLECKE, B A		3		
	40476	087		*TBA*	TILSON, H H		5		
	40477	088		*TBA*	RUNYAN, D K		10		
	40478	090		*TBA*	SANDLER, D P		5		
	40479	092		*TBA*	STAMM, J W		3		
	40480	096		*TBA*	WEBER, D J		10		
	40481	099		*TBA*	WING, S B		10		
	40482	100		*TBA*	MCCANN, M F		10		
	40483	101		*TBA*	SAVITZ, D A		10		
	40484	104		*TBA*	BAIRD, D D		5		
	40485	105		*TBA*	WILLIAMS, M E		5		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	EPID 392		MASTER'S PAPER		(CONT.)LEC	*VAR*			
	40486	108		*TBA*	BLAZER, D G		3		
	40487	112		*TBA*	WEIGLE, K W		10		
	40488	116		*TBA*	FORTNEY, J A		5		
	40489	118		*TBA*	VINE, M F		10		
	40490	121		*TBA*	GUESS, H A		10		
	40491	124		*TBA*	ALDRICH, T E		5		
	40492	125		*TBA*	HARRIS, R P		10		
	40493	127		*TBA*	THOMAS, J C		10		
	40494	130		*TBA*	LOOMIS, D P		10		
	40495	131		*TBA*	SLOANE, P D		5		
	40496	137		*TBA*	HERTZ-PICCIO, I		10		
	40497	139		*TBA*	NEWMAN, B M		10		
	40498	142		*TBA*	BARIC, R S		10		
	40499	143		*TBA*	HALL, J E		10		
	40500	144		*TBA*	SEEO, J R		10		
	40501	145		*TBA*	STAMM, L V		10		
	40502	147		*TBA*	OLSHAN, A F		10		
	40503	160		*TBA*	RANSOHOFF, O F		10		
	40504	161		*TBA*	ROYCE, R A		10		
	40505	162		*TBA*	ROSAMOND, W O		10		
	40506	164		*TBA*	HUNT, R		10		
	40507	165		*TBA*	KOHLMEIER, L		10		
	40508	166		*TBA*	MILLIKAN, R C		10		
	40509	167		*TBA*	BECK, JAMES O.		10		
	40510	172		*TBA*	STEVENS, J		10		
	41542	174		*TBA*	MOE, CHRISTINE		10		
	EPIO 394		DOCTORAL DISSERT		LEC	*VAR*			
1	40511	001		*TBA*	WEINTRAUB, J		30		
	40512	004		*TBA*	CORNONI-HUNT, J		3		
	40513	005		*TBA*	HULKA, B S		10		
	40514	006		*TBA*	IBRAHIM, M A		3		
	40515	008		*TBA*	KAPLAN, B H		15		
	40516	013		*TBA*	TYROLER, H A		10		
	40517	014		*TBA*	SHY, C M		10		
	40518	041		*TBA*	HEISS, G		10		
	40519	054		*TBA*	OEFRIESE, G H		10		
	40520	061		*TBA*	WILCOX, A J		5		
	40521	064		*TBA*	SCHOENBACH, V J		10		
	40522	073		*TBA*	SANOLER, R S		5		
	40523	082		*TBA*	YANKASKAS, B		5		
	40524	084		*TBA*	BOEHLECKE, B A		3		
	40525	087		*TBA*	TILSON, H H		5		
	40526	088		*TBA*	RUNYAN, O K		10		
	40527	090		*TBA*	SANDLER, D P		5		
	40528	092		*TBA*	STAMM, J W		5		
	40529	096		*TBA*	WEBER, D J		10		
	40530	099		*TBA*	WING, S B		10		
	40531	100		*TBA*	MCCANN, M F		10		
	40532	101		*TBA*	SAVITZ, D A		15		
	40533	104		*TBA*	BAIRO, O D		5		
	EPID 394		DOCTORAL DISSERT		(CONT.)LEC	*VAR*			
	40534	105		*TBA*	WILLIAMS, M E		5		
	40535	108		*TBA*	BLAZER, O G		5		
	40536	112		*TBA*	WEIGLE, K W		15		
	40537	116		*TBA*	FORTNEY, J A		5		
	40538	118		*TBA*	VINE, M F		10		
	40539	121		*TBA*	GUESS, H A		10		
	40540	124		*TBA*	ALDRICH, T E		3		
	40541	125		*TBA*	HARRIS, R P		10		
	40542	127		*TBA*	THOMAS, J C		10		
	40543	130		*TBA*	LOOMIS, O P		10		
	40544	131		*TBA*	SLOANE, P D		5		
	40545	137		*TBA*	HERTZ-PICCIO, I		10		
	40546	139		*TBA*	NEWMAN, B M		10		
	40547	142		*TBA*	BARIC, R S		10		
	40548	143		*TBA*	HALL, J E		10		
	40549	144		*TBA*	SEEO, J R		10		
	40550	145		*TBA*	STAMM, L V		10		
	40551	147		*TBA*	OLSHAN, A F		10		
	40552	160		*TBA*	RANSOHOFF, O F		10		
	40553	161		*TBA*	ROYCE, R A		10		
	40554	162		*TBA*	ROSAMOND, W D		10		
	40555	164		*TBA*	HUNT, R		10		
	40556	165		*TBA*	KOHLMEIER, L		10		
	40557	166		*TBA*	MILLIKAN, R C		10		
	40558	167		*TBA*	BECK, JAMES D.		10		
	40559	172		*TBA*	STEVENS, J		10		
	41543	174		*TBA*	MOE, CHRISTINE		10		
	EPIO 400		GEN REGISTRATION		LEC	0.0			
	40560	001		*TBA*	STAFF		30		

FOLK (Folklore) 962-4065

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	FOLK 187		FOLKLORE IN SOUTH		LEC	3.0			
P,X	41514	001	MTWRF	09:45AM-11:15AM	PATTERSON, O W		10	SM	0107
	FOLK 393		MASTERS THESIS		LEC	*VAR*			
	40561	001		*TBA*	STAFF		10		
	FOLK 395		SEMINAR IN FOLKLORE		LEC	3.0			
	40562	001		*TBA*	STAFF		10		
	FOLK 400		GEN REGISTRATION		LEC	0.0			
	40563	001		*TBA*	STAFF		5		

FREN (French) 962-2062

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	FREN 002		ELEMENTARY FRENCH		LEC	4.0			
P	40564	001	MTWRF	09:45AM-11:15AM	STAFF		25	DE	0201
			T	01:15PM-02:45PM				DE	0201
	FREN 003		INTERMEOIATE FRENCH		LEC	3.0			
P	40565	001	MTWRF	09:45AM-11:15AM	STAFF		25	DE	0202
	FREN 095		SPECIAL TOPICS		LEC	3.0			
1	40572	001		*TBA*	SHERMAN, C		5		
	FREN 102X		ELEM FRE/GRAO/STU		LEC	3.0			
	40573	001	MTWRF	03:00PM-04:30PM	SHERMAN, C		20	DE	0210

NOTE: For footnotes, see page A1 or A24. Perspective lists are located under Course Offerings.

SECOND SESSION

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	FREN 340		SPECIAL READINGS		LEC	*VAR*			
1	40574	001		*TBA*	SHERMAN, C		5		
	FREN 393		MASTERS THESIS		LEC	*VAR*			
	40575	001		*TBA*	SHERMAN, C		5		
	FREN 394		DOCTORAL DISSERT		LEC	*VAR*			
	40576	001		*TBA*	SHERMAN, C		5		
	40577	006		*TBA*	HAIG, I R		5		

GEOG (Geography) 962-8901

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	GEOG 010		PHYSICAL GEOGRAPHY		LEC	3.0			
P	40579	001	MTWRF	08:00AM-09:30AM	ROBINSON, P J		40	SA	0306
	GEOG 011		WEATHER AND CLIMATE		LEC	3.0			
P	40581	001	MTWRF	09:45AM-11:15AM	ROBINSON, P J		40	SA	0306
	GEOG 020		WORLD REGIONS		LEC	3.0			
P	40582	001	MTWRF	11:30AM-01:00PM	HAWLEY, A J		40	SA	0212
	GEOG 030		3RD WORLD ISSUES		LEC	3.0			
P	40583	001	MTWRF	11:30AM-01:00PM	MEADE, M S		36	SA	0215
	GEOG 095		TOPICS IN GEOG		LEC	*VAR*			
	40585	001		*TBA*	HAWLEY, A J		5		
	GEOG 098		HONORS COURSE		LEC	3.0			
	40586	001		*TBA*	MEADE, M S		5		
	GEOG 154		HISTORICAL/US		LEC	3.0			
	41559	001	MTWRF	09:45AM-11:15AM	FLORIN, J W		36	SA	0212
	GEOG 211		SPECIAL WORK		LEC	*VAR*			
	40588	001		*TBA*	FLORIN, J W		13		
	GEOG 393		MASTERS THESIS		LEC	*VAR*			
	40589	001		*TBA*	FLORIN, J W		5		
	GEOG 394		DOCTORAL DISSERT		LEC	*VAR*			
	40590	001		*TBA*	FLORIN, J W		5		
	GEOG 400		GEN REGISTRATION		LEC	0.0			
	40591	001		*TBA*	HAWLEY, A J		5		

GEOL (Geology) 966-4516

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	GEOL 016		EVOLUTION OF LIFE		LEC	3.0			
P	40592	001	MTWRF	09:45AM-11:15AM	CARTER, J G		30	MT	0205
	GEOL 016L		EVOL LIFE LAB		LAB	1.0			
P	40594	401	MW	02:00PM-04:50PM	CARTER, J G		22	MT	0007
	GEOL 199		SPEC PROBS GEOL		LEC	*VAR*			
1	40595	001		*TBA*	STAFF		5		
	GEOL 392		RESEARCH		LEC	*VAR*			
	40596	001		*TBA*	STAFF		5		
	GEOL 393		MASTERS THESIS		LEC	*VAR*			
	40597	001		*TBA*	STAFF		5		
	GEOL 394		DOCTORAL DISSERT		LEC	*VAR*			
	40598	001		*TBA*	STAFF		5		
	GEOL 400		GEN REGISTRATION		LEC	0.0			
	40599	001		*TBA*	STAFF		5		

GERM (German) 966-1641

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	GERM 002		ELEMENTARY GERMAN		LEC	4.0			
P	40600	001	MTWRF	08:00AM-09:30AM	STAFF		24	DE	0412
			M	01:00PM-03:00PM				DE	0412
	GERM 004		INTERMEDIATE GERMAN		LEC	3.0			
P	40603	001	MTWRF	08:00AM-09:30AM	STAFF		24	DE	0410
	GERM 393		MASTERS THESIS		LEC	*VAR*			
	40608	001		*TBA*	STAFF		5		
	GERM 394		DOCTORAL DISSERT		LEC	*VAR*			
	40609	001		*TBA*	STAFF		5		
	GERM 400		GEN REGISTRATION		LEC	0.0			
	40610	001		*TBA*	STAFF		5		

GNET (Genetics) 966-2681

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	GNET 350		TRAIN GNET TEACH		LEC	3.0			
	40611	001		*TBA*	LORD, S T		3		
	GNET 393		MASTERS THESIS		LEC	*VAR*			
	40612	001		*TBA*	LORD, S T		3		
	GNET 394		DOCTORAL DISSERT		LEC	*VAR*			
	40613	001		*TBA*	LORD, S T		5		

GREK (Greek) 962-7191

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	GREK 341		SPECIAL READING		LEC	3.0			
	40614	001		*TBA*	STAFF		5		
	GREK 393		MASTERS THESIS		LEC	*VAR*			
	40615	001		*TBA*	STAFF		5		
	GREK 394		DOCTORAL DISSERT		LEC	*VAR*			
	40616	001		*TBA*	STAFF		5		
	40617	026		*TBA*	SMITH, P		5		

HBHE (Health Behavior & Health Education) 966-5771

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	HBHE 090		FIELD TRAINING		LEC	4.0			
	40618	001		*TBA*	HATCH, J W		5		
	HBHE 091		FLD TRNG EVALUATION		LEC	2.0			
	40619	001		*TBA*	HATCH, J W		5		
	HBHE 140		PROB HLTH EDUC		LEC	*VAR*			
	40620	001		*TBA*	JACKSON, C		5		
	HBHE 141		PROB HLTH EDUC		LEC	*VAR*			
	40621	001		*TBA*	ENG, E		5		
	40622	002		*TBA*	STECKLER, A		5		
	HBHE 201		SPC STUD BEHAV CH		LEC	*VAR*			
	40624	001		*TBA*	DEVELLIS, B M		5		
	HBHE 202		SPC STUD BEHAV CH		LEC	*VAR*			
	40625	001		*TBA*	EARP, J L		5		
	HBHE 203		SPC STUD BEHAV CH		LEC	*VAR*			
	40626	001		*TBA*	DEVELLIS, R F		5		
	HBHE 392		MASTERS PAPER		LEC	*VAR*			
	40631	001		*TBA*	STAFF		5		
	HBHE 393		MASTERS THESIS		LEC	*VAR*			
	40632	001		*TBA*	STAFF		5		
	HBHE 394		DOCTORAL DISSERT		LEC	*VAR*			
	40633	001		*TBA*	EARP, J L		10		
	HBHE 400		GEN REGISTRATION		LEC	0.0			
	40634	001		*TBA*	STAFF		5		

HIST (History) 962-2115

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	HIST 011		HIST OF WES CIV I		LEC	3.0			
P	41331	001	MTWRF	08:00AM-09:30AM	HEADLEY, J M		50	SA	0212
	HIST 012		HIST OF WES CIV II		LEC	3.0			
P	41332	001	MTWRF	01:15PM-02:45PM	REID, D M		22	HM	0517
	HIST 018		CONT WLD SINCE 1945		LEC	3.0			
P	40643	001	MTWRF	03:00PM-04:30PM	REID, D M		60	SA	0212
	HIST 021		AM HIST TO 1865		LEC	3.0			
P	40645	001	MTWRF	11:30AM-01:00PM	FILENE, P G		22	HM	0420
	HIST 022		AM HIST SINCE 1865		LEC	3.0			
P	40648	001	MTWRF	09:45AM-11:15AM	SEMONCHE, J E		50	GA	0308
	HIST 033		TRADITIONAL E ASIA		LEC	3.0			
P	41333	001	MTWRF	01:15PM-02:45PM	KESSLER, L D		22	HM	0425
	HIST 052		HISTORY OF GREECE		LEC	3.0			
P	40654	001	MTWRF	09:45AM-11:15AM	MCCOY, W J		35	LG	0304
	HIST 091		INDEP STD HIST		LEC	3.0			
	40658	001		*TBA*	STAFF		5		
	HIST 092B		RELIGION IN AMERICA		LEC	3.0			
X	40659	001	MTWRF	09:45AM-11:15AM	ZERCHER, D L		5	SA	0112
	HIST 112		THE RENAISSANCE		LEC	3.0			
P	41334	001	MTWRF	11:30AM-01:00PM	HEADLEY, J M		22	HM	0523
	HIST 150		U S HIST SINCE 1932		LEC	3.0			
	41335	001	MTWRF	09:45AM-11:15AM	FILENE, P G		22	HM	0523
	HIST 299		INDEP STUDY/GR STU		LEC	3.0			
1	40661	001		*TBA*	STAFF		15		
	HIST 393		MASTERS THESIS		LEC	*VAR*			
	40664	001		*TBA*	STAFF		15		
	HIST 394		DOCTORAL DISSERT		LEC	*VAR*			
	40665	001		*TBA*	STAFF		15		
	HIST 400		GEN REGISTRATION		LEC	0.0			
	40666	001		*TBA*	STAFF		15		

HPAA (Health Policy & Administration) 966-7359

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	HPAA 098		FIELD TRAINING HPAA		LEC	*VAR*			
	40667	001		*TBA*	BENDER, D.		35		
	HPAA 140		READINGS IN HPAA		LEC	*VAR*			
	40670	001		*TBA*	ROZIER, G		10		
	40671	002		*TBA*	ALLEN, J		10		
	40672	005		*TBA*	KALUZNY, A		10		
	40673	006		*TBA*	SIMPSON, K		10		
	40674	007		*TBA*	STEARNS, S		10		
	40675	008		*TBA*	FILES, L		10		
	HPAA 392		MASTER'S PAPER		LEC	*VAR*			
	40679	001		*TBA*	FISCHER, P		25		
	40680	003		*TBA*	MORRISSEY, J		10		
	40681	004		*TBA*	THORPE, K		1		
	40682	005		*TBA*	BIDDLE, A		1		
	HPAA 394		DOCTORAL DISSERT		LEC	*VAR*			
	40683	001		*TBA*	ROZIER, G		12		
	HPAA 400		GEN REGISTRATION		LEC	0.0			
	40684	001		*TBA*	KILPATRICK, K		60		

INLS (Information & Library Science) 962-8366

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	INLS 110		SELECTED TOPICS		LEC	3.0			
Q	41338	055	MTWRF	09:45AM-11:15AM	BARKER, S		21	MA	0307
			SECTION TITLE: INTERNET RESOURCES						
Q	41339	070	MTWRF	11:30AM-01:00PM	CHRISTENSEN, M		30	MA	0307
			SECTION TITLE: INTRO TO HYPERMEDIA						
	INLS 131		MNGT OF INFO AGEN		LEC	3.0			
	40686	001	MTWRF	01:15PM-02:45PM	PENDLETON, VICT		30	MA	0208
	INLS 180		COMMUNICATION		LEC	3.0			
	41568	001	MTWRF	08:00AM-09:30AM	CHATMAN, E A		30	MA	0307
	INLS 210		INTERMED SELECTED TOPICS		LEC	3.0			
	41569	071	MTWRF	01:30PM-04:30PM	STAFF		30	MA	0307
	INLS 256		DATABASE SYSTEMS		LEC	3.0			
Q	40689	001	MTWRF	01:30PM-04:30PM	OH, S		21	MA	0307
	INLS 299		FIELD EXPERIENCE		LEC	3.0			
1	40690	001		*TBA*	CAMERON, M E		20		
1	40691	002		*TBA*	CAMERON, M E		20		
	INLS 300		STUDY IN ILS		LEC	*VAR*			
1	40692	001		*TBA*	STAFF		30		
	INLS 379		INFO. RETR. RES.		LEC	*VAR*			
1	41570	001		*TBA*	STAFF		10		
	INLS 389		COMMUNICATION RES.		LEC	*VAR*			
1	41571	001		*TBA*	STAFF		10		
	INLS 393		MASTER'S PAPER		LEC	*VAR*			
1	40695	001		*TBA*	STAFF		30		
	INLS 394		DOCTORAL DISSERT		LEC	*VAR*			
1	40696	001		*TBA*	STAFF		15		
	INLS 399		ILS RESEARCH		LEC	*VAR*			
1	41572	001		*TBA*	STAFF		10		
	INLS 400		GEN REGISTRATION		LEC	0.0			
	40697	001		*TBA*	STAFF		15		

INTS (International Studies) 962-5442

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	INTS 080		CULTURAL DIVERSITY		LEC	3.0			
	41518	001	MTWR	04:15PM-06:15PM	MOUTON, M J		35	MU	0100
	INTS 090		HONORS IN INTS		LEC	3.0			
	40698	001		*TBA*	GRIFFITHS, D		5		
	INTS 091		HONORS IN INTS		LEC	3.0			
	40699	001		*TBA*	GRIFFITHS, D		5		
	INTS 099		IND STUDY IN INTS		LEC	*VAR*			
	40700	001		*TBA*	ULIN, R O		5		

ITAL (Italian) 962-2062

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ITAL 002		ELEMENTARY ITALIAN		LEC	3.0			
P	40702	001	MTWRF	09:45AM-11:15AM	STAFF		25	DE	0203
	ITAL 041		ITAL REN LIT TRANS		LEC	3.0			
P	41341	001	MTWRF	08:00AM-09:30AM	CERVIGNI, D S		35	DE	0201
	ITAL 095		SPC TOPS IN ITAL		LEC	3.0			
1	40703	001		*TBA*	CERVIGNI, D S		5		
	ITAL 340		SPECIAL READINGS		LEC	*VAR*			
1	40704	001		*TBA*	CERVIGNI, D S		5		

NOTE: For footnotes, see page A1 or A24. Perspective lists are located under Course Offerings.

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FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ITAL 393		MASTERS THESIS		LEC	*VAR*			
	40705	001		*TBA*	CERVIGNI, D S		5		
	ITAL 394		DOCTORAL DISSERT		LEC	*VAR*			
	40706	001		*TBA*	CERVIGNI, D S		5		

JOMC (Journalism & Mass Communication) 962-1204

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	JOMC 056		FEATURE WRITING		LEC	3.0			
	40708	001	MTWRF	09:45AM-11:15AM	LAUDER, V		20	HO	0106
	JOMC 057		NEWS EDITING		LEC	3.0			
	40709	001	MTWR	08:00AM-11:15AM	MANN, R C		15	HO	0006
	JOMC 085		GRAPHIC DESIGN		LEC	3.0			
	41465	001	MTWR	01:30PM-04:00PM	ANTHONY, J		14	NO	0006
	JOMC 097		INDV STUDY		LEC	3.0			
1	40710	001		*TBA*	STAFF		5		
	JOMC 102		JOURN/EDUC/HIGH SCH		LEC	3.0			
	40711	001	MTWR	09:00AM-04:00PM	PHILLIPS, KATHL		20	NO	0201
	JOMC 146		INTL COMMUNICATION		LEC	3.0			
	41574	001	MTWRF	11:30AM-01:00PM	STEVENSON, R L		35	NO	0203
	JOMC 164		INTRO MASS COMM LAW		LEC	3.0			
	40713	001	MTWRF	01:15PM-02:45PM	KORWAR, ARATI R		60	NO	0203
	JOMC 171		ADVERT COPY & COMMU		LEC	3.0			
	40714	001	MTWRF	01:15PM-02:45PM	SWEENEY, J		20	NO	0107
	JOMC 174		SPORTS MKTG & ADV		LEC	3.0			
	41468	001	MTWRF	09:45AM-11:15AM	SWEENEY, J		60	HO	0203
	JOMC 264		MASS COMM LAW ETH		LEC	3.0			
	41467	001	MTWRF	09:45AM-11:15AM	PACKER, C		10	MU	0103
	JOMC 345		READING & RESEARCH		LEC	*VAR*			
1	40715	001		*TBA*	STAFF		5		
	JOMC 393		MASTERS THESIS		LEC	*VAR*			
1	40716	001		*TBA*	STAFF		5		
	JOMC 394		DOCTORAL DISSERT		LEC	*VAR*			
1	40717	001		*TBA*	STAFF		5		
	JOMC 400		GEN REGISTRATION		LEC	0.0			
	40718	001		*TBA*	STAFF		5		

LATN (Latin) 962-7191

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	LATN 002		ELEMENTARY LATIN		LEC	4.0			
P	40719	001	MTWRF	09:45AM-11:15AM	STAFF		25	MU	0107
			R	11:30AM-01:00PM				MU	0107
	LATN 003		INTERMEDIATE LATIN		LEC	3.0			
P	41444	001	MTWRF	11:30AM-01:00PM	STAFF		25	MU	0102
	LATN 341		SPECIAL READING		LEC	3.0			
	40727	001		*TBA*	STAFF		5		
	LATN 393		MASTERS THESIS		LEC	*VAR*			
	40728	001		*TBA*	STAFF		5		
	40729	027		*TBA*	LINDERSKI, J		5		
	LATN 394		DOCTORAL DISSERT		LEC	*VAR*			
	40730	001		*TBA*	MACK, S		5		
	40731	006		*TBA*	KENNEDY, G A		5		
	40732	027		*TBA*	LINDERSKI, J		5		
	40733	051		*TBA*	TALBERT, R		5		

LING (Linguistics) 962-1192

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	LING 030		INTRO TO LANG		LEC	3.0			
P	40734	001	MTWRF	09:45AM-11:15AM	STAFF		20	DE	0304
	LING 115		TOPICS IN LING		LEC	3.0			
	40735	001		*TBA*	STAFF		5		
	LING 393		MASTERS THESIS		LEC	*VAR*			
	40736	001		*TBA*	STAFF		5		
	LING 394		DOCTORAL DISSERT		LEC	*VAR*			
	40737	001		*TBA*	STAFF		5		
	LING 400		GEN REGISTRATION		LEC	0.0			
	40738	001		*TBA*	STAFF		5		

LSRA (Leisure Studies & Recreation Administration) 962-1222

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	LSRA 010		INTRO LEISURE SERV		LEC	3.0			
	40739	001	MTWRF	09:45AM-11:15AM	MEYER, L E		35	PE	0218
	LSRA 096		IND STUDY IN LSRA		LEC	*VAR*			
	40740	001		*TBA*	STAFF		10		
	LSRA 181		SUP FLD TRG IN RECR		LEC	3.0			
1	40742	001		*TBA*	BIALESCHKI, M D		25		
	LSRA 281		INTRNSHP RECR ADMIN		LEC	*VAR*			
1	40745	001		*TBA*	MEYER, L E		20		
	LSRA 290		INDEP FLD STUDY		LEC	3.0			
	40746	001		*TBA*	STAFF		10		
	LSRA 393		MASTERS THESIS		LEC	*VAR*			
	40747	001		*TBA*	STAFF		5		
	LSRA 400		GEN REGISTRATION		LEC	0.0			
	40748	001		*TBA*	STAFF		5		

MASC (Marine Sciences) 962-1252

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	MASC 138		ENVR PROC COST ZONE		LEC	*VAR*			
Q	40750	001		*TBA*	WELLS, J T		30		
	MASC 141		SPEC PROB MAR BIOL		LEC	*VAR*			
X	41506	001		*TBA*	STAFF		30		
	MASC 199		SPECIAL TOPICS MASC		LEC	*VAR*			
	40751	003		*TBA*	FRANKENBERG, D		5		
	40752	031		*TBA*	PETERSON, C H		2		
	40753	039		*TBA*	PAERL, H W		2		
	40754	044		*TBA*	HAY, M E		2		
	40755	047		*TBA*	WELLS, J T		2		
	40756	048		*TBA*	LUETTICH, R A		2		
	40757	053		*TBA*	LINDQUIST, NIEL		2		
	MASC 300		RES MAR SCIENCE		LEC	*VAR*			
	40758	001		*TBA*	STAFF		5		
	MASC 393		MASTERS THESIS		LEC	*VAR*			
	40759	003		*TBA*	FRANKENBERG, D		3		
	40760	010		*TBA*	MARTENS, C S		3		
	40761	012		*TBA*	NEUMANN, A.C.		3		
	40762	022		*TBA*	KOHLMEYER, J J		3		
	40763	027		*TBA*	BANE, J M		3		
	40764	031		*TBA*	PETERSON, C H		3		
	40765	039		*TBA*	PAERL, H W		3		
	40766	044		*TBA*	HAY, M E		3		

FOOT	COURSE NAME/		COURSE TITLE		ACTIVITY	CREDIT	ENR		
NOTE	CALL NO.	SEC	DAYS	TIME	INSTRUCTOR	HRS	MAX	BLDG	ROOM
	MASC 393		MASTERS THESIS		(CONT.)LEC	*VAR*			
	40767	047		*TBA*	WELLS, J T		3		
	40768	048		*TBA*	LUETTICH, R A		3		
	MASC 394		DOCTORAL DISSERT		LEC	*VAR*			
	40769	010		*TBA*	MARTENS, C S		3		
	40770	012		*TBA*	NEUMANN, A.C.		3		
	40771	027		*TBA*	BANE, J M		3		
	40772	031		*TBA*	PETERSON, C H		3		
	40773	032		*TBA*	CRENSHAW, M A		3		
	40774	039		*TBA*	PAERL, H W		3		
	40775	044		*TBA*	HAY, M E		1		
	40776	047		*TBA*	WELLS, J T		3		
	40777	048		*TBA*	LUETTICH, R A		3		
	MASC 400		GEN REGISTRATION		LEC	0.0			
	40778	001		*TBA*	ALPERIN, M J		5		

MATH (Mathematics) 962-1294

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	MATH 010		ALGEBRA		LEC	3.0			
Q	40779	001	MTWRF	01:15PM-02:45PM	STAFF		35	PH	0381
	40783	305	MTWRF	11:30AM-01:00PM	MCCOMBS, M A		15	PH	0324
	MATH 018		SELECTED TOP/MATH		LEC	3.0			
P,Q	40784	001	MTWRF	11:30AM-01:00PM	STAFF		35	PH	0381
	MATH 022		CALCULUS BUS/SS		LEC	3.0			
P,Q	40785	001	MTWRF	08:00AM-09:30AM	STAFF		35	PH	0332
	MATH 030		TRIG/ANAL GEOMETRY		LEC	3.0			
P,Q	40786	001	MTWR	06:30PM-08:30PM	STAFF		35	PH	0381
	MATH 031		CALC FUNC ONE VAR I		LEC	3.0			
P,Q	40789	001	MTWRF	11:30AM-01:00PM	STAFF		35	PH	0383
	MATH 032		CAL FUNC ONE VAR II		LEC	3.0			
P,Q	40793	001	MTWRF	09:45AM-11:15AM	STAFF		35	PH	0367
	MATH 083		LIN/ALG DIFF EQ		LEC	3.0			
P,Q	41327	001	MTWRF	11:30AM-01:00PM	STAFF		35	PH	0367
	MATH 115		HIST OF MATH		LEC	3.0			
Q,P	41330	001	MTWRF	01:15PM-04:00PM	STAFF		35	PH	0383
	MATH 122		ADVANCED CALCLUS II		LEC	3.0			
P,Q	41328	001	MTWRF	11:30AM-01:00PM	STAFF		35	PH	0332
	MATH 131		EUCL & NONEUCL GEOM		LEC	3.0			
P,Q	41329	001	MTWRF	08:00AM-09:30AM	STAFF		35	PH	0383
	MATH 133		ELEM THRY NUMBERS		LEC	3.0			
Q,P	40800	001	MTWRF	09:45AM-11:15AM	STAFF		35	PH	0383
	MATH 390		SEMINAR & DIR READ		LEC	*VAR*			
	40802	001		*TBA*	WILLIAMS, M		5		
	MATH 393		MASTERS THESIS		LEC	*VAR*			
	40803	001		*TBA*	WILLIAMS, M		5		
	MATH 394		DOCTORAL DISSERT		LEC	*VAR*			
	40804	001		*TBA*	WILLIAMS, M		5		
	MATH 400		GEN REGISTRATION		LEC	0.0			
	40805	001		*TBA*	WILLIAMS, M		20		

FOOT	COURSE NAME/		COURSE TITLE		ACTIVITY	CREDIT	ENR		
NOTE	CALL NO.	SEC	DAYS	TIME	INSTRUCTOR	HRS	MAX	BLDG	ROOM

MCRO (Microbiology & Immunology) 966-1191

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	MCRO 301		RESEARCH		LEC	*VAR*			
	40806	001		*TBA*	CANNON, J G		5		
	MCRO 393		MASTERS THESIS		LEC	*VAR*			
	40807	001		*TBA*	CANNON, J G		5		
	MCRO 394		DOCTORAL DISSERT		LEC	*VAR*			
	40808	001		*TBA*	CANNON, J G		5		

MEDC (Medicinal Chemistry) 962-0099

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	MEDC 142		INTRO REC IN MEDC		LEC	*VAR*			
	40809	001		*TBA*	WYRICK, S D		5		
	MEDC 362		SEMINAR		LEC	*VAR*			
	40810	001		*TBA*	WYRICK, S D		5		
	MEDC 392		RESEARCH IN MEDC		LEC	*VAR*			
	40811	001		*TBA*	WYRICK, S D		8		
	MEDC 393		MASTERS THESIS		LEC	*VAR*			
	40812	001		*TBA*	WYRICK, S D		5		
	MEDC 394		DOCTORAL DISSERT		LEC	*VAR*			
	40813	001		*TBA*	WYRICK, S D		10		
	MEDC 400		GEN REGISTRATION		LEC	0.0			
	40814	001		*TBA*	STAFF		10		

MHCH (Maternal & Child Health) 966-2018

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	MHCH 140		PRB MATRNL/CHD/HLTH		LEC	*VAR*			
1	40815	001		*TBA*	KOTELCHUCK, M		5		
1	40816	006		*TBA*	HULKA, J F		3		
1	40817	009		*TBA*	MILLER, C R		5		
1	40818	014		*TBA*	UDRY, J R		3		
1	40819	017		*TBA*	KOTCH, J		5		
1	40820	030		*TBA*	BROWNE, D		5		
1	40821	031		*TBA*	PEOPLES-SHEP, M		2		
1	40822	033		*TBA*	FAREL, A		5		
1	40823	034		*TBA*	TSUI, A		5		
1	40824	040		*TBA*	MARTIN, S		5		
1	40825	041		*TBA*	ZAPATA, C		5		
1	40826	043		*TBA*	MARGOLIS, L		5		
1	40827	048		*TBA*	BENNETT, T		5		
1	40828	049		*TBA*	TELFAIR, J		5		
	MHCH 208		CONCUR FLD TRN/MHCH		LEC	*VAR*			
1	40829	003		*TBA*	KOTELCHUCK, M		15		
	MHCH 214		FIELD TRN IN MHCH		LEC	*VAR*			
1	40830	003		*TBA*	KOTELCHUCK, M		6		
	MHCH 315		SEMI IN MCH PRACT		LEC	2.0			
1,M	40831	003	TR	01:00PM-03:50PM	STAFF		30	RO	0235
	MHCH 340		MCH DOC INTERNSHIP		LEC	1.0			
1,M	40832	001		*TBA*	STAFF		5		
1,M	40833	002		*TBA*	STAFF		5		
1,M	40834	003		*TBA*	STAFF		5		
	MHCH 392		MASTER'S PAPER		LEC	*VAR*			
1,M	40835	001		*TBA*	KOTELCHUCK, M		5		
1,M	40836	009		*TBA*	MILLER, C R		5		
1,M	40837	014		*TBA*	UDRY, J R		1		

NOTE: For footnotes, see page A1 or A24. Perspective lists are located under Course Offerings.

SECOND SESSION

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	MHCH 392		MASTER'S PAPER		(CONT.)LEC	*VAR*			
1,M	40838	017		*TBA*	KOTCH, J		5		
1,M	40839	030		*TBA*	BROWHE, D		5		
1,M	40840	031		*TBA*	PEOPLES-SHEP, M		1		
1,M	40841	033		*TBA*	FAREL, A		5		
1,M	40842	034		*TBA*	TSUI, A		5		
1,M	40843	040		*TBA*	MARTIN, S		5		
1,M	40844	041		*TBA*	ZAPATA, C		5		
1,M	40845	043		*TBA*	MARGOLIS, L		5		
1,M	40846	048		*TBA*	BENNETT, T		5		
1,M	40847	049		*TBA*	TELFAIR, J		5		
	MHCH 394		DOCTORAL DISSERT		LEC	*VAR*			
1,M	40848	001		*TBA*	KOTELCHUCK, M		5		
1,M	40849	009		*TBA*	MILLER, C R		5		
1,M	40850	014		*TBA*	UDRY, J R		1		
1,M	40851	017		*TBA*	KOTCH, J		5		
1,M	40852	030		*TBA*	BROWNE, D		5		
1,M	40853	031		*TBA*	PEOPLES-SHEP, M		3		
1,M	40854	033		*TBA*	FAREL, A		5		
1,M	40855	034		*TBA*	TSUI, A		5		
1,M	40856	040		*TBA*	MARTIN, S		5		
1,M	40857	041		*TBA*	ZAPATA, C		5		
1,M	40858	043		*TBA*	MARGOLIS, L		5		
1,M	40859	048		*TBA*	BENNETT, T		5		
1,M	40860	049		*TBA*	TELFAIR, J		5		
	MHCH 400		GEN REGISTRATION		LEC	0.0			
	40861	001		*TBA*	STAFF		5		

MUSC (Music) 962-1039

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	MUSC 001A		PIANO		LEC	*VAR*			
F,1	40862	001		*TBA*	STAFF		20		
	MUSC 002		VOICE		LEC	*VAR*			
F,1	40863	001		*TBA*	STAFF		10		
	MUSC 003A		VIOLIN		LEC	*VAR*			
F,1	40864	001		*TBA*	STAFF		5		
	MUSC 003B		VIOLA		LEC	*VAR*			
F,1	40865	001		*TBA*	STAFF		5		
	MUSC 003E		HARP		LEC	*VAR*			
F,1	40866	001		*TBA*	STAFF		5		
	MUSC 021		FUND OF MUSIC I		LEC	3.0			
P	41508	001	MTWRF	09:45AM-11:15AM	WHANG, F		25	HI	
	MUSC 042		MUSIC MASTERPIECES		LEC	3.0			
P	40872	001	MTWRF	09:45AM-11:15AM	ANDREWS, H L		50	HI	0103
	MUSC 087		THEATRE MUSIC		LEC	3.0			
P	41507	001	MTWRF	11:30AM-01:00PM	ANDREWS, H.		50	HI	
	MUSC 098		SP STUDS UNDERGRAD		LEC	3.0			
	40874	001		*TBA*	ANDREWS, H L		2		
	MUSC 298		SPECIAL STUDIES		LEC	*VAR*			
Y	40877	001		*TBA*	FINSON, J W		5		
Y	40878	002		*TBA*	KALAM, T		5		
	MUSC 393		MASTERS THESIS		LEC	*VAR*			
	40879	001		*TBA*	STAFF		5		
	MUSC 394		DOCTORAL DISSERT		LEC	*VAR*			
	40880	001		*TBA*	FINSON, J		5		
	MUSC 400		GEN REGISTRATION		LEC	0.0			
	40881	001		*TBA*	FINSON, JON		5		

NBIO (Neurobiology) 966-1260

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	NBIO 394		DOCTORAL DISSERT		LEC	*VAR*			
	40882	001		*TBA*	OXFORD, G S		21		
	NBIO 400		GEN REGISTRATION		LEC	0.0			
	40883	001		*TBA*	OXFORD, G S		10		

NURS (Nursing) 966-4260

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	NURS 051		INTRO TO NURSING		LEC	3.0			
	40886	001		*TBA*	STAFF		130		
	NURS 052		IND/FAM DEVELOPMENT		LEC	3.0			
	40887	001		*TBA*	MYERS, J		125		
	NURS 069		PATIENT ASSESSMENT		LEC	3.0			
	40889	001		*TBA*	STAFF		30		
	NURS 113		SPECIAL PROBLEMS		LEC	*VAR*			
	40892	001		*TBA*	HOGUE, C		4		
	NURS 151		HLTH ILL/MOD SOC		LEC	3.0			
	40895	001		*TBA*	MURPHY, N		60		
	41555	002		*TBA*	MURPHY, N		1		
	NURS 243		MGMT RESIDENCY		LEC	3.0			
	40896	001		*TBA*	ENGLEBARDT, S		3		
	NURS 269		CLIN PRACT:CUM I		LEC	*VAR*			
	40897	001		*TBA*	NETTLES-CARL, B		20		
	40898	002		*TBA*	D'AURIA, J		10		
	NURS 270		CLIN PRACTICUM II		LEC	*VAR*			
	40899	001		*TBA*	NETTLES-CARL, B		20		
	40900	002		*TBA*	D'AURIA, J		10		
	NURS 300		SP TPS IN NURS		LEC	*VAR*			
	40902	001		*TBA*	HOGUE, C		10		
	NURS 385		RESEARCH SEM/PRACT		LEC	*VAR*			
	40903	001		*TBA*	HOGUE, C		10		
	NURS 392		RES PROJECT		LEC	*VAR*			
	40904	001		*TBA*	HOGUE, C		15		
	NURS 393		MASTER'S THESIS		LEC	*VAR*			
	40905	001		*TBA*	HOGUE, C		12		
	NURS 394		DOCTORAL DISSERT		LEC	*VAR*			
	40906	001		*TBA*	HOGUE, C		10		

NUTR (Nutrition) 966-7212

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	NUTR 098		UGRAD RESEARCH NUTR		LEC	3.0			
	40908	001		*TBA*	STAFF		3		
	NUTR 170		READINGS IN NUTR		LEC	*VAR*			
	40909	001		*TBA*	STAFF		3		
	NUTR 220		CLIN NUTR EXP		LEC	*VAR*			
F,Q	40910	001		*TBA*	BARRETT, C J		30		
	NUTR 374		RES ROTATIONS		LEC	*VAR*			
	40912	001		*TBA*	DACOSTA, KERRY-		5		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	NUTR 375		NUTR RES		LEC	*VAR*			
	40913	001		*TBA*	STAFF		5		
	NUTR 392		MASTER'S PAPER		LEC	*VAR*			
	40914	001		*TBA*	STAFF		10		
	NUTR 393		MASTERS THESIS		LEC	*VAR*			
	40915	001		*TBA*	STAFF		10		
	NUTR 394		DOCTORAL DISSERT		LEC	*VAR*			
	40916	001		*TBA*	ADAIR, L		10		
	NUTR 400		GEN REGISTRATION		LEC	0.0			
	40917	001		*TBA*	STAFF		30		

OBIO (Oral Biology) 966-4451

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	OBIO 400		GEN REGISTRATION		LEC	0.0			
	40918	001		*TBA*	STAFF		5		

OCCT (Occupational Therapy) 966-2451

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	OCCT 160		FOUNDATIONS/OCCT		LEC	2.0			
	40919	001	MTWR	01:00PM-02:30PM	HUMPHRY, R		17		
	OCCT 209L		ANATOMY FOR OT		LAB	3.0			
1	40920	401	MTWRF	08:00AM-11:50AM	KEITH, L		30		
	OCCT 320A		FIELD EXP/OCCT II		LEC	6.0			
	40921	001		*TBA*	NIELSON, C		16		
	OCCT 320B		FIELD EXP IN OT		LEC	4.0			
	40922	001		*TBA*	NIELSON, C		16		
	OCCT 350		SPECIAL TOPICS		LEC	*VAR*			
	40924	001		*TBA*	STAFF		16		
	OCCT 393		MASTERS THESIS		LEC	*VAR*			
	40925	001		*TBA*	STAFF		16		

OMSU (Oral & Max Surgery) 966-1126

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	OMSU 207		REGIONAL ANATOMY		LEC	3.0			
1	40926	011	MR	09:00AM-11:50AM	MONTGOMERY, R L				
	OMSU 393		MASTERS THESIS		LEC	*VAR*			
	40927	001		*TBA*	STAFF		4		
	OMSU 400		GEN REGISTRATION		LEC	0.0			
	40928	001		*TBA*	STAFF		5		

OR (Operations Research) 962-8401

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	OR 321		DIR READING OR		LEC	*VAR*			
	40929	001		*TBA*	STAFF		3		
	OR 393		MASTERS THESIS		LEC	*VAR*			
	41554	001		*TBA*	STAFF		10		
	OR 394		DOCTORAL DISSERT		LEC	*VAR*			
	40930	001		*TBA*	STAFF		3		
	OR 400		GEN REGISTRATION		LEC	0.0			
	40931	001		*TBA*	STAFF		5		

ORAD (Oral Radiology) 966-2746

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ORAD 400		GEN REGISTRATION		LEC	0.0			
	40932	001		*TBA*	STAFF		15		

ORTH (Orthodontics) 966-2769

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	ORTH 393		MASTERS THESIS		LEC	*VAR*			
	40933	001		*TBA*	PROFFIT, W R		6		
	ORTH 400		GEN REGISTRATION		LEC	0.0			
	40934	001		*TBA*	STAFF		10		

PALP (Parasitology & Lab Practice) 966-7458

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PALP 337		RES PUBH LAB METH		LEC	*VAR*			
	40943	021		*TBA*	STAFF		5		
	PALP 394		DOCTORAL DISSERT		LEC	*VAR*			
	40944	002		*TBA*	GOULSON, H T		2		
	PALP 400		GEN REGISTRATION		LEC	0.0			
	40948	001		*TBA*	STAFF		10		

PATH (Pathology) 966-4676

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PATH 162		EXPERIMENTAL PATH		LEC	*VAR*			
	40949	001		*TBA*	STAFF		10		
	PATH 302		RESEARCH IN PATHOLOGY		LEC	*VAR*			
	40950	001		*TBA*	STAFF		10		
	PATH 393		MASTERS THESIS		LEC	*VAR*			
	40953	001		*TBA*	STAFF		10		
	PATH 394		DOCTORAL DISSERT		LEC	*VAR*			
	40954	001		*TBA*	STAFF		15		
	PATH 400		GEN REGISTRATION		LEC	0.0			
	40955	001		*TBA*	STAFF		5		

PEDO (Pediatric Dentistry) 966-2739

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PEDO 393		MASTERS THESIS		LEC	*VAR*			
	40956	001		*TBA*	ROBERTS, M W		6		
	PEDO 400		GEN REGISTRATION		LEC	0.0			
	40957	001		*TBA*	STAFF		6		

PERI (Periodontics) 966-2701

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PERI 393		MASTERS THESIS		LEC	*VAR*			
	40958	001		*TBA*	HUTCHENS, L H		5		
	PERI 400		GEN REGISTRATION		LEC	0.0			
	40959	001		*TBA*	STAFF		5		

PHAD (Pharmacy Administration) 962-0099

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHAD 190		SEL TOP PHARM ADM		LEC	3.0			
	40960	001		*TBA*	NORWOOD, G J		5		
	PHAD 393		MASTERS THESIS		LEC	*VAR*			
	40961	001		*TBA*	NORWOOD, G J		10		
	PHAD 394		DOCTORAL DISSERT		LEC	*VAR*			
	40962	001		*TBA*	STAFF		10		
	PHAD 400		GEN REGISTRATION		LEC	0.0			
	40963	001		*TBA*	NORWOOD, G J		5		

PHAR (Pharmacy) 962-0099

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHAR 172		INTRO RES PHARM		LEC	*VAR*			
	40964	001		*TBA*	HADZIJA, B W		5		

NOTE: For footnotes, see page A1 or A24. Perspective lists are located under Course Offerings.

SECOND SESSION

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHAR 362		SEMINAR		LEC	*VAR*			
	40965	001		*TBA*	STAFF		5		
	PHAR 392		RESEARCH IN PHARM		LEC	*VAR*			
	40966	001		*TBA*	HAOZIJA, B W		5		
	PHAR 393		MASTERS THESIS		LEC	*VAR*			
	40967	001		*TBA*	POLLACK, G M		5		
	PHAR 394		DOCTORAL DISSERT		LEC	*VAR*			
	40968	001		*TBA*	POLLACK, G M		5		
	PHAR 400		GEN REGISTRATION		LEC	0.0			
	40969	001		*TBA*	STAFF		10		

PHCO (Pharmacology) 966-1153

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHCO 221		TUTORIAL PHARMACOL		LEC	*VAR*			
1	40970	001		*TBA*	MCCARTHY, K O		15		
	PHCO 301		RES IN PHARMACOL		LEC	*VAR*			
	40971	001		*TBA*	MCCARTHY, K D		15		
	PHCO 394		DOCTORAL DISSERT		LEC	*VAR*			
	40972	001		*TBA*	STAFF		3		

PHIL (Philosophy) 962-7291

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHIL 020		INTRO: MAIN PROBS		LEC	3.0			
P	40973	001	MTWRF	09:45AM-11:15AM	COHEN, B A		30	DE	0306
	PHIL 021		INTRO SYMBOL LOGIC		LEC	3.0			
P	40974	001	MTWRF	09:45AM-11:15AM	PARSIA, B J		30	SA	0215
P	40975	002	MTWRF	11:30AM-01:00PM	RUBENSTEIN, E M		30	CW	0105
	PHIL 022		INTRODUCTION ETHICS		LEC	3.0			
P	40977	001	MTWRF	09:45AM-11:15AM	TRESAN, JONATHA		30	PE	0010
P	40978	002	MTWRF	11:30AM-01:00PM	ZAFFRON, R H		30	OE	0202
	PHIL 034		BIOETHICS		LEC	3.0			
P	40979	001	MTWRF	08:00AM-09:30AM	MICHELS, R		30	CW	0105
P	40980	002	MTWRF	09:45AM-11:15AM	HORISK, CLAIRE		30	GL	0305
P	40981	003	MTWRF	11:30AM-01:00PM	MUELLER, HANS O		30	OE	0203
P	40982	004	MTWRF	01:15PM-02:45PM	WALKER, J D		30	CW	0105
	PHIL 037		SOC ETHICS POL THOT		LEC	3.0			
P	40984	001	MTWRF	09:45AM-11:15AM	NANKAS, W L		30	OE	0209
	PHIL 041		MORALITY AND LAW		LEC	3.0			
P	40985	001	MTWRF	11:30AM-01:00PM	OFSEYER, JEREMY		30	DE	0208
	PHIL 046		PHIL ISSU/FEMINISM		LEC	3.0			
P,X	40986	001	MTWRF	09:45AM-11:15AM	TIBERIUS, V		30	CW	0105
P,X	40987	002	MTWRF	11:30AM-01:00PM	HANRAHAN, RR		30	CW	0103
	PHIL 060		HIST PHIL KANT PRES		LEC	3.0			
P	41501	001	MTWRF	09:45AM-11:15AM	SMYTH, R A		30	CW	0103
	PHIL 311		READINGS IN PHIL		LEC	3.0			
	40989	001		*TBA*	STAFF		5		
	PHIL 393		MASTERS THESIS		LEC	*VAR*			
	40990	001		*TBA*	STAFF		5		
	PHIL 394		DOCTORAL DISSERT		LEC	*VAR*			
	40991	001		*TBA*	STAFF		5		

PHNU (Public Health Nursing) 966-1069

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHNU 142		READINGS IN PHNU		LEC	*VAR*			
	40992	001		*TBA*	STAFF		5		
	40993	002		*TBA*	ATWOOO, J		5		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHNU 142		READINGS IN PHNU		(CONT.)LEC	*VAR*			
	40994	003		*TBA*	PEOPLES-SHEP, M		5		
	40995	004		*TBA*	STEVENS, R		5		
	40996	005		*TBA*	ROGERS, B		5		
	40997	006		*TBA*	FOSHEE, V		5		
	40998	007		*TBA*	NORBURN, J		5		
	40999	008		*TBA*	JOHNSON, L		5		
	PHNU 224		SCH AGE POP:HTH P/P		LEC	3.0			
	41000	001		*TBA*	ASAY, M		5		
	PHNU 242		INSTRUMENT DVLPMENT		LEC	3.0			
	41001	001		*TBA*	STAFF		5		
	41002	002		*TBA*	ATWOOO, J		5		
	41003	003		*TBA*	PEOPLES-SHEP, M		5		
	41004	004		*TBA*	STEVENS, R		5		
	41005	005		*TBA*	ROGERS, B		5		
	PHNU 283		OHN PRACTICUM I		LEC	*VAR*			
	41006	002		*TBA*	ROGERS, B		5		
	PHNU 284		OHN PRACTICUM II		LEC	*VAR*			
	41007	002		*TBA*	ROGERS, B		5		
	PHNU 392		MASTER'S PAPER		LEC	*VAR*			
	41008	001		*TBA*	STAFF		5		
	41009	002		*TBA*	ATWOOD, J		5		
	41010	003		*TBA*	PEOPLES-SHEP, M		5		
	41011	004		*TBA*	FOSHEE, V		5		
	41012	005		*TBA*	STEVENS, R		5		
	41013	006		*TBA*	ROGERS, B		5		
	41014	007		*TBA*	JOHNSON, L		5		
	41015	008		*TBA*	NORBURN, J		5		
	PHNU 393		MASTERS THESIS		LEC	*VAR*			
	41016	001		*TBA*	ROGERS, B		5		
	PHNU 396		ADV PHNU PRAC II		LEC	*VAR*			
	41017	001		*TBA*	STAFF		5		
	41018	002		*TBA*	ATWOOD, J		5		
	41019	003		*TBA*	STEVENS, R		5		
	41020	004		*TBA*	ROGERS, B		5		
	41021	005		*TBA*	STAFF		5		
	41022	006		*TBA*	NORBURN, J		5		
	41023	007		*TBA*	JOHNSON, L		5		
	PHNU 400		GEN REGISTRATION		LEC	0.0			
	41024	001		*TBA*	STAFF		5		

PHPR (Pharmacy Practice) 962-0099

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHPR 362		SEMINAR		LEC	1.0			
	41025	001		*TBA*	SAWYER, W T		10		
	PHPR 392		RESEARCH IN PHPR		LEC	*VAR*			
	41026	001		*TBA*	SAWYER, W T		10		
	PHPR 393		MASTERS THESIS		LEC	*VAR*			
	41027	001		*TBA*	SAWYER, W T		10		
	PHPR 400		GEN REGISTRATION		LEC	0.0			
	41028	001		*TBA*	STAFF		10		

PHYA (Physical Education Required Activities) 962-0017

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHYA 011		AEROBIC DANCE		LEC	1.0			
	41029	001	MTWRF	08:00AM-09:30AM	STAFF		25	FG	0007
	41030	002	MTWRF	09:45AM-11:15AM	STAFF		25	FG	0007
	PHYA 013		GOLF		LEC	1.0			
	41031	001	MTWRF	09:45AM-11:15AM	SHIELDS, E W		25	WG	301A
	41032	002	MTWRF	11:30AM-01:00PM	SHIELDS, E W		25	WG	301A
	PHYA 020		RACQUETBALL		LEC	1.0			
	41033	001	MTWRF	11:30AM-01:00PM	STAFF		25	FG	0016
	PHYA 027		BEGINNING SWIMMING		LEC	1.0			
	41035	001	MTWRF	09:45AM-11:15AM	LANCHANTIN, M M		25	FG	POOL
	41036	002	MTWRF	11:30AM-01:00PM	LANCHANTIN, M M		25	FG	POOL
	PHYA 029		BEGINNING TENNIS		LEC	1.0			
	41038	001	MTWRF	08:00AM-09:30AM	SALYER, S.L.		25		
	41039	002	MTWRF	09:45AM-11:15AM	SALYER, S.L.		25		
	PHYA 033		WEIGHT TRAINING		LEC	1.0			
	41040	001	MTWRF	09:45AM-11:15AM	SALITSKY, PAUL		25	WG	0017
	41519	002	MTWRF	11:30AM-01:00PM	BILLING, J E		25	WG	0017

PHYE (Physical Education, Exercise, & Sport Science) 962-0017

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHYE 041		PERSONAL HEALTH		LEC	3.0			
	41043	001	MTWRF	08:00AM-09:30AM	SHIELDS, E W		30	WG	0304
	PHYE 059		FITNESS MANAGEMENT		LEC	3.0			
	41560	001	MTWRF	09:45AM-11:15AM	BILLING, J E		25	FG	0104
	PHYE 076		PHYSIOLOGY		LEC	3.0			
P	41048	001	MTWRF	09:45AM-11:15AM	MCMURRAY, R G		25	WG	301B
	PHYE 077		HIST-PRIN PHYE		LEC	3.0			
	41049	001	MTWRF	11:30AM-01:00PM	SALYER, S L		25	WG	0302
	PHYE 081		SPORT PSYCH/SOC		LEC	3.0			
	41050	001	MTWRF	08:00AM-09:30AM	SALITSKY, PAUL		25	WG	0302
	PHYE 088		EMERGENCY CARE		LEC	3.0			
	41051	001	MTWRF	08:00AM-09:30AM	LANCHANTIN, M M		25	WG	0303
	41052	002	MTWRF	09:45AM-11:15AM	PRENTICE, W E		25	WG	0303
	41527	003	MTWRF	11:30AM-01:00PM	PRENTICE, W E		25	WG	0303
	PHYE 090		IND STUDIES IN P.E.		LEC	*VAR*			
	41053	001		*TBA*	BILLING, J E		5		
	PHYE 099		ISSUES IN P.E.		LEC	3.0			
	41529	001	MTWRF	11:30AM-01:00PM	MCMURRAY, R G		25	WG	301B
	PHYE 320		RESEARCH IN PHYE		LEC	3.0			
	41054	001		*TBA*	BILLING, J E		5		
	PHYE 393		MASTERS THESIS		LEC	*VAR*			
	41055	001		*TBA*	BILLING, J E		2		
	PHYE 400		GEN REGISTRATION		LEC	0.0			
	41056	001		*TBA*	BILLING, J E		5		

PHYI (Physiology) 966-5241

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHYI 098		RESEARCH IN PHYI		LEC	*VAR*			
1	41057	001		*TBA*	WILLARD, A L		2		
	PHYI 210		PHYSIO LAB ROTATION		LEC	*VAR*			
	41058	001		*TBA*	WILLARD, A L		10		
	PHYI 212		PHYSIOLOGY/TOPICS		LEC	*VAR*			
1	41059	001		*TBA*	WILLARD, A L		1		
	PHYI 303		RESEARCH IN PHYSIOL		LEC	*VAR*			
	41562	018		*TBA*	PERL, E R		1		
	41060	036		*TBA*	OXFORD, G S		1		
	41061	041		*TBA*	STUART, A E		1		
	41063	048		*TBA*	CIOLOWSKI, J A		3		
	41064	049		*TBA*	FABER, J E		3		
	41065	052		*TBA*	LIGHT, A R		1		
	41066	054		*TBA*	WILLARD, A L		1		
	41067	060		*TBA*	GOY, M F		1		
	41068	066		*TBA*	FROEHNER, S C		3		
	41564	067		*TBA*	REID, LOLA M.		1		
	41563	068		*TBA*	MILGRAM, SHARON		1		
	PHYI 393		MASTERS THESIS		LEC	*VAR*			
	41069	060		*TBA*	GOY, M F		1		
	PHYI 394		DOCTORAL DISSERT		LEC	*VAR*			
	41071	018		*TBA*	PERL, E R		1		
	41072	026		*TBA*	MEISSNER, G		1		
	41073	036		*TBA*	OXFORD, G S		1		
	41074	041		*TBA*	STUART, A E		1		
	41076	046		*TBA*	MILLHORN, D E		4		
	41077	048		*TBA*	CIOLOWSKI, J A		1		
	41078	049		*TBA*	FABER, J E		1		
	41565	052		*TBA*	LIGHT, A R		1		
	41079	054		*TBA*	WILLARD, A L		1		
	41080	060		*TBA*	GOY, M F		1		
	41082	066		*TBA*	FROEHNER, S C		4		
	41567	067		*TBA*	REID, LOLA M.		1		
	41566	068		*TBA*	MILGRAM, SHARON		1		
	PHYI 400		GEN REGISTRATION		LEC	0.0			
	41083	001		*TBA*	STAFF		4		

PHYS (Physics) 962-2078

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHYS 025		GENERAL PHYSICS		LEC	4.0			
P,L,Q	41086	001	MTWRF	08:00AM-09:30AM	DY, K S		64	PH	0215
	PHYS 025		LAB		LAB	0.0			
	41532	410	MWF	06:00PM-07:50PM	DY, KIAN S.		16	PH	0204
	41533	437	MWF	10:00AM-11:50AM	DY, KIAN S.		16	PH	0204
	41534	438	MWF	10:00AM-11:50AM	DY, KIAN S.		16	PH	0206
	41535	439	MWF	10:00AM-11:50AM	DY, KIAN S.			PH	0208
	41536	567	MWF	01:00PM-02:50PM	DY, KIAN S.		16	PH	0204
	41537	568	MWF	01:00PM-02:50PM	DY, KIAN S.			PH	0206
	PHYS 027		ELECTROMAG & OPTICS		LEC	4.0			
P,L	41095	001	MTWRF	09:45AM-11:15AM	HUBBARD, P S		36	PH	0215
	PHYS 027		LABORATORY		LAB	0.0			
	41096	416	MR	01:15PM-03:05PM	HUBBARD, P S		12	PH	0267
	41097	419	MR	04:00PM-05:50PM	HUBBARD, P S		12	PH	0267
	41098	426	TF	01:15PM-03:05PM	HUBBARD, P S		12	PH	0267
	PHYS 027		RECITATION		REC	0.0			
	41099	601	W	01:15PM-03:05PM	HUBBARD, P S		36	PH	0215
	PHYS 092		RES SPEC TOP JR SR		LEC	*VAR*			
	41100	001		*TBA*	CHRISTIANSEN, W		5		
	PHYS 125		PHYS H/SCH TEACHERS		LEC	4.0			
	41101	001	MTWRF	08:00AM-09:30AM	SCHROEER, D		3	PH	0215

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SECOND SESSION

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FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHYS 301		RESEARCH		LEC	*VAR*			
	41102	001		*TBA*	STAFF		5		
	PHYS 393		MASTERS THESIS		LEC	*VAR*			
	41103	001		*TBA*	STAFF		15		
	PHYS 394		DOCTORAL DISSERT		LEC	*VAR*			
	41104	001		*TBA*	STAFF		15		
	PHYS 400		GEN REGISTRATION		LEC	0.0			
	41105	001		*TBA*	STAFF		10		

PHYT (Physical Therapy) 966-4708

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PHYT 098B		CLINICAL ED IV		LEC	4.0			
	41106	001		*TBA*	MCCULLOCH, K L		27		
	PHYT 261		CLINICAL PRACT I		LEC	4.0			
	41573	001		*TBA*	MCCULLOCH, K L		27		

PLAN (Planning, City & Regional) 962-3983

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PLAN 067		ETH PUB POL DM		LEC	3.0			
X,P	41336	001	MTR	03:15PM-05:50PM	BROWER, D		20	NE	0301
	PLAN 131		QUANT METHODS		LEC	3.0			
	41107	001	MTWR	04:15PM-06:15PM	SWEENEY		15	NE	0102
	PLAN 315		INDEP STUDY		LEC	*VAR*			
1	41108	001		*TBA*	STAFF		5		
	PLAN 394		DOCTORAL DISSERT		LEC	*VAR*			
M	41109	001		*TBA*	STAFF		5		
	PLAN 400		GEN REGISTRATION		LEC	0.0			
M	41110	001		*TBA*	KAISER, E J		5		

POLI (Political Science) 962-3041

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	POLI 041		INTRO TO GOVT IN US		LEC	3.0			
P	41111	001	MTWRF	08:00AM-09:30AM	SULLIVAN, T		30	HM	0351
P	41112	002	MTWRF	09:45AM-11:15AM	SULLIVAN, T		30	HM	0351
	POLI 052		INTRO FOREIGN GOVT		LEC	3.0			
P	41118	001	MTWR	04:15PM-06:15PM	MARKS, G		30	HM	0351
	POLI 055		SOVIET/POST-SOV POL		LEC	3.0			
P	41345	001	MTWRF	11:30AM-01:00PM	SCHWARTZ, J J		30	LG	0304
	POLI 061		MAJ ISS POL THEORY		LEC	3.0			
P	41120	001	MTWRF	11:30AM-01:00PM	HUISKAMP, J G		30	HM	0452
	POLI 062		AM POL THEORY		LEC	3.0			
P	41346	001	MTWRF	09:45AM-11:15AM	LIENESCH, M		30	HM	0452
	POLI 067		FEMINISM POL THEORY		LEC	3.0			
X,P	41353	001	MTWRF	09:45AM-11:15AM	SPARKS, H		20	HM	0470
	POLI 074		POL FEASIBILITY		LEC	3.0			
X	41464	001	MTWRF	09:45AM-11:15AM	STAFF		5	NE	0301
	POLI 086		INTERN REL WRLD POL		LEC	3.0			
P,X	41125	001	MTWRF	03:00PM-04:30PM	MLYN, E		30	CW	0103
P	41347	002	MTWRF	11:30AM-01:00PM	MCKEOWN, T J		30	HM	0351
	POLI 087		LAT AM/U S WRLD POL		LEC	3.0			
X	41127	001	MTWRF	09:45AM-11:15AM	SCHOULTZ, L G		25	MU	0102
	POLI 099		IND STUDY IN POLI		LEC	*VAR*			
1	41131	001		*TBA*	LIENESCH, M		10		
1	41132	002		*TBA*	LEFEBVRE, D		10		
			SECTION TITLE: INTERNSHIPS						

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	POLI 144		AMER FOREIGN POLICY		LEC	3.0			
Q,X	41348	001	MTWRF	09:45AM-11:15AM	MCKEOWN, T J		25	NE	0102
	POLI 341		DIRECT READING/POLI		LEC	*VAR*			
Y	41350	003		*TBA*	BEYLE, T		5		
Y	41351	010		*TBA*	CONOVER, P		5		
Y	41352	015		*TBA*	LEONARD, S		5		
Y	41354	016		*TBA*	KEECH, W		5		
Y	41355	018		*TBA*	MARKS, G		5		
Y	41356	019		*TBA*	LIPSITZ, L		5		
Y	41357	020		*TBA*	SCHOULTZ, L G		5		
Y	41358	021		*TBA*	MACRAE, D		5		
Y	41359	022		*TBA*	MCKEOWN, T J		5		
Y	41360	023		*TBA*	OBLER, J		5		
Y	41361	024		*TBA*	NEWBURY, C		5		
Y	41362	025		*TBA*	RABINOWITZ, G		5		
Y	41364	026		*TBA*	RICHARDSON, R		5		
Y	41365	027		*TBA*	RUPEN, R		5		
Y	41366	028		*TBA*	SCHWARTZ, J J		5		
Y	41367	029		*TBA*	SCOTT, A		5		
Y	41368	030		*TBA*	SEARING, D		5		
Y	41369	031		*TBA*	STEINER, J		5		
Y	41370	032		*TBA*	STERN, A		5		
Y	41371	033		*TBA*	SNYDER, G		5		
Y	41372	034		*TBA*	WHITE, J W		5		
Y	41373	036		*TBA*	WHITAKER, G		5		
Y	41133	037		*TBA*	WRIGHT, D		10		
Y	41374	038		*TBA*	LIENESCH, M		5		
Y	41375	039		*TBA*	MACDONALD, S		5		
Y	41376	045		*TBA*	LOWERY, D		5		
Y	41377	046		*TBA*	HARTLYN, J		5		
Y	41378	047		*TBA*	SULLIVAN, T		5		
Y	41379	050		*TBA*	COLEMAN, K		5		
Y	41380	054		*TBA*	HUBER, E		5		
Y	41381	055		*TBA*	STEPHENS, J		5		
Y	41382	056		*TBA*	VANDOREN, PETER		5		
Y	41383	057		*TBA*	OATLEY, T		5		
	POLI 393		MASTERS THESIS		LEC	*VAR*			
Y	41384	003		*TBA*	BEYLE, T		5		
Y	41385	010		*TBA*	CONOVER, P		5		
Y	41386	015		*TBA*	LEONARD, S		5		
Y	41387	016		*TBA*	KEECH, W		5		
Y	41388	018		*TBA*	MARKS, G		5		
Y	41389	019		*TBA*	LIPSITZ, L		5		
Y	41390	020		*TBA*	SCHOULTZ, L G		5		
Y	41391	021		*TBA*	MACRAE, D		5		
Y	41392	022		*TBA*	MCKEOWN, T J		5		
Y	41393	023		*TBA*	OBLER, J		5		
Y	41394	024		*TBA*	NEWBURY, C		5		
Y	41395	025		*TBA*	RABINOWITZ, G		5		
Y	41396	026		*TBA*	RICHARDSON, R		5		
Y	41397	027		*TBA*	RUPEN, R		5		
Y	41398	028		*TBA*	SCHWARTZ, J J		5		
Y	41399	029		*TBA*	SCOTT, A		5		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	POLI 393		MASTERS THESIS		(CONT.)LEC	*VAR*			
Y	41400	030		*TBA*	SEARING, D		5		
Y	41401	031		*TBA*	STEINER, J		5		
Y	41402	032		*TBA*	STERN, A		5		
Y	41403	033		*TBA*	SNYOER, G		5		
Y	41404	034		*TBA*	WHITE, J W		5		
Y	41405	036		*TBA*	WHITAKER, G		5		
Y	41406	037		*TBA*	WRIGHT, D		5		
Y	41407	038		*TBA*	LIENESCH, M		5		
Y	41408	039		*TBA*	MACDONALD, S		5		
Y	41409	045		*TBA*	LOWERY, D		5		
Y	41410	046		*TBA*	HARTLYN, J		5		
Y	41412	047		*TBA*	SULLIVAN, T		5		
Y	41413	050		*TBA*	COLEMAN, K		5		
Y	41414	051		*TBA*	MLYN, E		5		
Y	41415	052		*TBA*	MUNGER, M		5		
Y	41416	053		*TBA*	HICKS, B		5		
Y	41417	054		*TBA*	HUBER, E		5		
Y	41418	055		*TBA*	STEPHENS, J		5		
Y	41419	056		*TBA*	VANOOREN, PETER		5		
Y	41420	057		*TBA*	OATLEY, T		5		
	POLI 394		OOCTORAL OISSERT		LEC	*VAR*			
Y	41135	003		*TBA*	BEYLE, T		5		
Y	41421	010		*TBA*	CONOVER, P		5		
Y	41136	015		*TBA*	LEONARD, S		5		
Y	41422	016		*TBA*	KEECH, W		5		
Y	41423	018		*TBA*	MARKS, G		5		
Y	41424	019		*TBA*	LIPSITZ, L		5		
Y	41137	020		*TBA*	SCHOULTZ, L G		5		
Y	41425	021		*TBA*	MACRAE, D		5		
Y	41138	022		*TBA*	MCKEOWN, T J		5		
Y	41426	023		*TBA*	OBLER, J		5		
Y	41427	024		*TBA*	NEWBURY, C		5		
Y	41428	025		*TBA*	RABINOWITZ, G		5		
Y	41429	026		*TBA*	RICHAROSON, R		5		
Y	41430	027		*TBA*	RUPEN, R		5		
Y	41431	028		*TBA*	SCHWARTZ, J J		5		
Y	41432	029		*TBA*	SCOTT, A		5		
Y	41433	030		*TBA*	SEARING, D		5		
Y	41434	031		*TBA*	STEINER, J		5		
Y	41435	032		*TBA*	STERN, A		5		
Y	41436	033		*TBA*	SNYOER, G		5		
Y	41437	034		*TBA*	WHITE, J W		5		
Y	41438	036		*TBA*	WHITAKER, G		5		
Y	41439	037		*TBA*	WRIGHT, D		5		
Y	41139	038		*TBA*	LIENESCH, M		5		
Y	41440	039		*TBA*	MACOONALD. S		5		
Y	41441	045		*TBA*	LOWERY, D		5		
Y	41442	046		*TBA*	HARTLYN, J		5		
Y	41445	047		*TBA*	SULLIVAN, T		5		
Y	41140	050		*TBA*	COLEMAN, K		5		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	POLI 394		DOCTORAL DISSERT		(CONT.)LEC	*VAR*			
Y	41446	051		*TBA*	MLYN, E		5		
Y	41447	052		*TBA*	MUNGER, M		5		
Y	41448	053		*TBA*	HICKS, B		5		
Y	41449	054		*TBA*	HUBER, E		5		
Y	41450	055		*TBA*	STEPHENS, J		5		
Y	41451	056		*TBA*	VANDOREN, PETER		5		
Y	41452	057		*TBA*	OATLEY, T		5		
	POLI 395		RESEARCH/PUB ADM		LEC	*VAR*			
M	41411	001		*TBA*	MUNGER, M		15		
	POLI 400		GEN REGISTRATION		LEC	0.0			
	41142	001		*TBA*	STAFF		10		

PORT (Portuguese) 962-2062

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PORT 002		ELEMENTARY PORT		LEC	3.0			
P	41143	001	MTWRF	09:45AM-11:15AM	STAFF		25	DE	0204
	PORT 095		SPEC TOPS PORT		LEC	3.0			
	41144	001		*TBA*	RECTOR, M P		1		
	PORT 340		SPECIAL READINGS		LEC	*VAR*			
	41145	001		*TBA*	RECTOR, M P		5		
	PORT 393		MASTERS THESIS		LEC	*VAR*			
	41146	001		*TBA*	RECTOR, M P		5		
	PORT 394		DOCTORAL DISSERT		LEC	*VAR*			
	41147	001		*TBA*	RECTOR, M P		5		

PROS (Prosthodontics) 966-2754

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PROS 393		MASTERS THESIS		LEC	*VAR*			
	41148	001		*TBA*	HEALEY, K W		5		
	PROS 400		GEN REGISTRATION		LEC	0.0			
	41149	001		*TBA*	STAFF		5		

PSYC (Psychology) 962-4155

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PSYC 010		GENERAL PSYCHOLOGY		LEC	3.0			
P	41150	001	MTWRF	08:00AM-09:30AM	PEMBERTON, M		55	MA	0209
P	41151	002	MTWRF	09:45AM-11:15AM	WIESELQUIST, J		55	MA	0209
P	41152	003	MTWRF	11:30AM-01:00PM	KILPATRICK, SHE		55	MA	0209
	PSYC 022		LEARNING		LEC	3.0			
	41470	001	MTWRF	09:45AM-11:15AM	LONG, E		35	OA	0101
	PSYC 024		CHILO OEVELOPMENT		LEC	3.0			
P,Q	41160	001	MTWRF	08:00AM-09:30AM	STAFF		35	OA	0110
P,Q	41161	002	MTWRF	09:45AM-11:15AM	STAFF		35	BI	0103
P,Q	41162	003	MTWRF	11:30AM-01:00PM	STAFF		35	BI	0103
	PSYC 028		PERSONALITY		LEC	3.0			
P,Q	41163	001	MTWRF	09:45AM-11:15AM	VOEGLER, M E		35	VE	0308
P,Q	41164	002	MTWRF	11:30AM-01:00PM	PRESTING, S.		35	OA	0101
P,Q	41165	003	MTR	06:00PM-08:30PM	STAFF		35	OA	0301
	PSYC 030		STAT PRIN PSYC RES		LEC	3.0			
Q	41166	001	MTWRF	09:45AM-11:15AM	INSKO, C A		35	DA	0301
				TBA					

NOTE: For footnotes, see page A1 or A24. Perspective lists are located under Course Offerings.

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PSYC 033		SOCIAL PSYCHOLOGY		LEC	3.0			
P,Q	41167	001	MTWRF	09:45AM-11:15AM	BOLAND, B.		35	GA	0307
P,Q	41168	002	MTWRF	11:30AM-01:00PM	INSKO, C A		35	DA	0301
	PSYC 050		LAB RESEARCH/PSYC		LEC	4.0			
Q	41169	001	MTWRF	08:00AM-09:30AM	STAFF		16	DA	0103
			MTWRF	01:15PM-02:45PM				MA	0209
Q	41170	002	MTWRF	09:45AM-11:15AM	STAFF		16	DA	0103
			MTWRF	01:15PM-02:45PM				MA	0209
Q	41171	003	MTWRF	11:30AM-01:00PM	STAFF		16	DA	0103
			MTWRF	01:15PM-02:45PM				MA	0209
Q	41172	004	MTWR	04:15PM-06:15PM	STAFF		16	DA	0103
			MTWRF	01:15PM-02:45PM				MA	0209
	PSYC 080		BEHAVIOR DISORDERS		LEC	3.0			
Q	41174	001	MTWRF	08:00AM-09:30AM	DEMBY, M.		35	DA	0101
Q	41175	002	MTR	06:00PM-08:30PM	LOWMAN, J C		35	DA	0110
	PSYC 098		INDEPENDENT RES		LEC	*VAR*			
1,Q	41176	001		*TBA*	JOHNSON, E S		5		
	PSYC 140		ADVANCED PERSONAL		LEC	3.0			
	41472	001	MTWRF	09:45AM-11:15AM	LOWMAN, J C		35	DA	0110
	PSYC 141		PSYC ADULTHOOD AGE		LEC	3.0			
Q	41177	001	MTWR	01:15PM-03:15PM	BARNES NACOS, D		35	DA	0101
	PSYC 300		SPEC READ IN PSYC		LEC	3.0			
Y	41178	001		*TBA*	INSKO, C A		3		
	PSYC 341		ADVANCED RESEARCH		LEC	3.0			
Y	41179	001		*TBA*	INSKO, C A		5		
	PSYC 393		MASTERS THESIS		LEC	*VAR*			
Y	41180	001		*TBA*	INSKO, C A		5		
	PSYC 394		DOCTORAL DISSERT		LEC	*VAR*			
Y	41181	001		*TBA*	INSKO, C A		10		
	PSYC 400		GEN REGISTRATION		LEC	0.0			
	41182	001		*TBA*	INSKO, C A		25		

PUBH (Public Health) 966-2499

	PUBH 300		LEADERSHIP SEM I		LEC	2.0			
M	41183	001	WF	10:00AM-12:00PM	LYNN, F		10	MC	2302
	PUBH 305		POLICY DEVELOP I		LEC	*VAR*			
M	41184	001	MW	12:00PM-02:50PM	RICKETTS, T		10	MC	2302
	PUBH 395		DISS SEM		LEC	*VAR*			
M	41185	001	T	09:00AM-11:30AM	PIERCE, RICHARD		10	MC	2302

PUPA (Public Policy Analysis) 962-1600

	PUPA 067		ETH PUB POL DM		LEC	3.0			
X	41469	001	MTR	03:15PM-05:50PM	BROWER, D		5	NE	0301
	PUPA 074		POL FEASIBILITY		LEC	3.0			
X	41186	001	MTWRF	09:45AM-11:15AM	STAFF		15	NE	0301
			NOTE: REQ. FOR PUBLIC POLICY ANALYSIS MAJORS/MINORS						
	PUPA 098		IND STUDY PUPA		LEC	*VAR*			
1	41187	001		*TBA*	LUGER, M I		3		

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	PUPA 299		INDEPENDENT STUDY		LEC	3.0			
	41188	001		*TBA*	LUGER, M I		3		

PWAD (Peace, War, & Defense) 962-3093

	PWAD 086		INTERN REL WRLD POL		LEC	3.0			
	41502	001	MTWRF	03:00PM-04:30PM	MLYN, E		5	CW	0103
	PWAD 087		LAT AM/U S WRLD POL		LEC	3.0			
X	41503	001	MTWRF	09:45AM-11:15AM	SCHOULTZ, L G		5	MU	0102
	PWAD 144		AMER FOREIGN POLICY		LEC	3.0			
X	41504	001	MTWRF	09:45AM-11:15AM	MCKEOWN, T J		5	NE	0102

RADI (Radiologic Science) 966-5146

	RADI 042		INTRO RADIOLOGY SCI		LEC	3.0			
M	41190	001	F	01:00PM-03:00PM	WRIGHT, D L		16	BH	0213
			MTWR	01:00PM-02:00PM				BH	0213
			TR	02:00PM-04:00PM				BH	0213
	RADI 074B		CLINICAL INTERNSHIP		LEC	8.0			
M	41191	001	MTWRF	08:00AM-12:50PM	RENNER, J		13		
			MTWRF	01:00PM-03:50PM					
	RADI 083		CLINICAL EDUC III		LEC	6.0			
M	41192	001		*TBA*	RENNER, J		5		
	RADI 091		PRACTICU IN RAD SCI		LEC	4.0			
M	41193	001		*TBA*	RENNER, J		5		
	RADI 093		CLINICAL EDUC IV		LEC	4.0			
M	41194	001		*TBA*	RENNER, J		5		

RELI (Religious Studies) 962-5666

	RELI 021		INTRO/OLD TEST LIT		LEC	3.0			
P	41196	001	MTWRF	01:15PM-02:45PM	SPARKS, K L		30	SA	0112
	RELI 029		RELIGION IN AMERICA		LEC	3.0			
P,X	41200	001	MTWRF	09:45AM-11:15AM	ZERCHER, D L		30	SA	0112
	RELI 031		INTRO REL & CULTURE		LEC	3.0			
P	41552	001	MTWRF	11:30AM-01:00PM	KEYE, C N		30	SA	0112
	RELI 059		BIRTH OF CHRSTNY		LEC	3.0			
P	41553	001	MTWRF	09:45AM-11:15AM	GIVEN, M O		30	SA	0201
	RELI 199		INDEPENDENT STUDY		LEC	3.0			
1	41204	001		*TBA*	MASUZAWA, T		5		
	RELI 325		READ & RES IN RELI		LEC	*VAR*			
1	41205	001		*TBA*	STAFF		5		
	RELI 393		MASTERS THESIS		LEC	*VAR*			
	41206	001		*TBA*	STAFF		5		
	RELI 394		DOCTORAL DISSERT		LEC	*VAR*			
	41207	001		*TBA*	STAFF		5		
	RELI 400		GEN REGISTRATION		LEC	0.0			
	41208	001		*TBA*	STAFF		5		

RHAB (Rehabilitation Counseling) 966-3351

	RHAB 393		MASTERS THESIS		LEC	*VAR*			
	41209	001		*TBA*	SAKATA, R T		1		
	RHAB 400		GEN REGISTRATION		LEC	0.0			
	41210	001		*TBA*	STAFF		5		

RUSS (Russian) 962-3977

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	RUSS 3-4		INTENS INTERMED RUS		LEC	8.0			
P	41214	001	MTWRF	08:00AM-09:30AM	STAFF		20	DE	0402
			MTWRF	11:30AM-01:00PM				DE	0402
	RUSS 3-4		RECITATION		REC	0.0			
	41215	601	MTWRF	03:00PM-04:50PM	STAFF		20	DE	0402

SOCI (Sociology) 962-1007

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	SOCI 010		AMERICAN SOCIETY		LEC	3.0			
P	41218	001	MTWRF	11:30AM-01:00PM	GIUFFRE, K		50	DE	0305
P	41219	002	MTWRF	09:45AM-11:15AM	GERTEIS, JOSEPH		50	DE	0305
	SOCI 011		HUMAN SOCIETIES		LEC	3.0			
P	41221	001	MTWRF	01:15PM-02:45PM	HUANG, H		50	DE	0305
	SOCI 012		SOCIAL INTERACTION		LEC	3.0			
P	41222	001	MTWRF	08:00AM-09:30AM	THOMAS, M T		50	DE	0305
	SOCI 015		REG SOC OF SOUTH		LEC	3.0			
P	41223	001	MTWRF	09:45AM-11:15AM	REED, J S		80	PH	0265
	SOCI 020		SOCIAL PROBLEMS		LEC	3.0			
P	41224	001	MTWRF	09:45AM-11:15AM	HUGHES, M R		50	PH	0332
	SOCI 022		BLK-WHT REL IN US		LEC	3.0			
P	41225	001	MTWRF	01:15PM-02:45PM	GUINN, CHANDRA		50	GA	0309
	SOCI 023		CRIME AND DELIN		LEC	3.0			
P	41227	001	MTWRF	11:30AM-01:00PM	POWERS, E L		50	GA	0308
	SOCI 024		SEX & GEN IN SOC		LEC	3.0			
X	41229	001	MTWRF	08:00AM-09:30AM	SCHMIDT, KATHRY		25	GA	0308
	SOCI 030		FAM AND SOC		LEC	3.0			
P	41230	001	MTWRF	09:45AM-11:15AM	WALTERS, MARY W		50	FG	0106
	SOCI 031		SOC REL IN WORKPLAC		LEC	3.0			
P	41232	001	MTWRF	09:45AM-11:15AM	KALLEBERG, A		50	PE	0104
	SOCI 050		SOCIOL THEORY		LEC	3.0			
P	41233	001	MTWRF	09:45AM-11:15AM	PFAFF, STEVEN J		50	PH	0328
	SOCI 080		CULTURAL DIVERSITY		LEC	3.0			
X,P	41545	001	MTWRF	08:00AM-09:30AM	FIELDS, JESSICA		35	GA	0309
	SOCI 092		INDEP STUDY & READ		LEC	*VAR*			
1	41234	001		*TBA*	CRAMER, M R		20		
	SOCI 111		SOC MVMTS/COL BEH		LEC	3.0			
	41547	001	MTWRF	11:30AM-01:00PM	KIM, HYO-JOUNG		50	GA	0309
	SOCI 127		THE LABOR FORCE		LEC	3.0			
	41236	001	MTWRF	11:30AM-01:00PM	KALLEBERG, A		50	PE	0218
	SOCI 143		CONFLICT/BARGAINING		LEC	3.0			
	41237	001	MTWRF	09:45AM-11:15AM	HARRELSON, MARG		50	AL	0203
	SOCI 301		READING & RESEARCH		LEC	*VAR*			
Y,1	41238	001		*TBA*	STAFF		20		
	SOCI 393		MASTERS THESIS		LEC	*VAR*			
Y	41239	001		*TBA*	STAFF		20		
	SOCI 394		DOCTORAL DISSERT		LEC	*VAR*			
Y	41240	001		*TBA*	STAFF		20		
	SOCI 400		GEN REGISTRATION		LEC	0.0			
Y	41241	001		*TBA*	STAFF		20		

SOWO (Social Work) 962-1225

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	SOWO 221		SOC WORK PRCT II		LEC	4.0			
M	41242	001		*TBA*	ALDRIDGE, K		25		
	41243	002		*TBA*	STAFF		10		
	41244	003		*TBA*	STAFF		15		
	SOWO 222		SOC WORK PRCT III		LEC	6.0			
M,F	41245	001		*TBA*	STAFF		10		
	SOWO 223		SOC WORK PRCT IV		LEC	6.0			
M	41246	001		*TBA*	ALDRIDGE, K		15		
	41247	002		*TBA*	STAFF		10		
	SOWO 233		FAMILY STRESS		LEC	3.0			
	41551	001	MTWRF	11:30AM-01:00PM	BOWEN, G L		20	AL	0308
	SOWO 276		AFR AMER WOM HLT IS		LEC	3.0			
	41549	001	MTWRF	09:45AM-11:15AM	JOHNSON, A E		20	AL	0308
	SOWO 382		SPEC TOP IN PRACT		LEC	*VAR*			
	41550	001	MTR	06:00PM-08:30PM	TAYLOR, E		20	AL	0308
	SOWO 400		GEN REGISTRATION		LEC	0.0			
	41252	001		*TBA*	STAFF		5		

SPAN (Spanish) 962-2062

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	SPAN 002		ELEMENTARY SPANISH		LEC	4.0			
P	41253	001	MTWRF	08:00AM-09:30AM	STAFF		25	DE	0202
			T	01:15PM-02:45PM				DE	0202
P	41254	002	MTWRF	08:00AM-09:30AM	STAFF		25	DE	0203
			T	01:15PM-02:45PM				DE	0203
	SPAN 003		INTERMEDIATE SPAN		LEC	3.0			
P	41255	001	MTWRF	09:45AM-11:15AM	STAFF		25	DE	0206
P	41256	002	MTWRF	09:45AM-11:15AM	STAFF		25	DE	0208
	SPAN 004		INTERMEDIATE SPAN		LEC	3.0			
P	41260	001	MTWRF	11:30AM-01:00PM	STAFF		25	DE	0204
	SPAN 095		SPECIAL TOPICS		LEC	3.0			
	41343	001		*TBA*	TINNEY, O B		5		
	SPAN 102X		ELEM SPAN/GRAD STU		LEC	3.0			
	41342	001	MTWRF	03:00PM-04:30PM	TINNEY, O B		15	DE	0205
	SPAN 340		SPECIAL READINGS		LEC	*VAR*			
1	41275	001		*TBA*	DOMINGUEZ, F A		5		
	SPAN 393		MASTERS THESIS		LEC	*VAR*			
	41278	001		*TBA*	DOMINGUEZ, F A		5		
	SPAN 394		DOCTORAL DISSERT		LEC	*VAR*			
	41279	001		*TBA*	DOMINGUEZ, F A		5		

SPCL (Special Studies) 962-1164

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	SPCL 090		SPECIAL STUDIES		LEC	*VAR*			
	41280	001		*TBA*	OWEN, R		20		

SPHS (Speech & Hearing Sciences) 966-1006

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	SPHS 302		PROB SPCH & HEAR		LEC	*VAR*			
	41282	001		*TBA*	STAFF		5		
	41283	050		*TBA*	CRAIS, E R		5		
	SPHS 304		CLIN PRAC SPL		LEC	*VAR*			
	41284	001		*TBA*	HARRIS, H F		40		

NOTE: For footnotes, see page A1 or A24. Perspective lists are located under Course Offerings.

SECOND SESSION

NOTE: For footnotes, see page A1 or A25. Perspective lists are located under Course Offerings.

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	SPHS 306		CL PRACT/AUDIOLOGY		LEC	*VAR*			
	41285	001		*TBA*	STAFF		30		
	SPHS 330		INDEPENDENT STUDY		LEC	*VAR*			
	41286	025		*TBA*	LAYTON, T L		5		
	41287	040		*TBA*	HARRISON, M P		5		
	41288	041		*TBA*	HARRIS, H F		5		
	41289	047		*TBA*	YODER, D		25		
	41290	048		*TBA*	CRAIS, E R		5		
	41291	055		*TBA*	HOOPER, C R		5		
	41292	058		*TBA*	ROUSH, J		5		
	SPHS 343		PHONOLOGICAL DISORD		LEC	3.0			
	41293	001	TR	08:00AM-11:50AM	CRAIS, E R		30		
	SPHS 362		LANG & LEARN DISORD		LEC	3.0			
	41530	001	TR	08:00AM-11:50AM	LAYTON, T L		35		
	SPHS 393		MASTERS THESIS		LEC	*VAR*			
	41294	001		*TBA*	STAFF		5		
	SPHS 400		GEN REGISTRATION		LEC	0.0			
	41295	001		*TBA*	STAFF		5		

STAT (Statistics) 962-2307

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	STAT 011		BA CPT STAT/DA ANAL		LEC	3.0			
P	41297	001	MTWRF	09:45AM-11:15AM	STAFF		25	PH	0247
P	41298	002	MTWRF	09:45AM-11:15AM	STAFF		25	PH	0228
	STAT 023		PROB-STAT FOR BUSI		LEC	3.0			
P	41299	001	MTWRF	09:45AM-11:15AM	STAFF		35	PH	0224
	STAT 394		DOCTORAL DISSERT		LEC	*VAR*			
	41301	017		*TBA*	KALLIANPUR, G		5		
	STAT 400		GEN REGISTRATION		LEC	0.0			
	41302	001		*TBA*	JI, C		3		

TOXC (Toxicology) 966-4685

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	TOXC 215		INTRO/TOX RESEARCH		LEC	4.0			
	41303	001		*TBA*	HOLBROOK, D J		99		
	TOXC 301		RESEARCH/TOXICOLOGY		LEC	*VAR*			
	41304	001		*TBA*	HOLBROOK, D J		99		
	TOXC 393		MASTERS THESIS		LEC	*VAR*			
	41305	001		*TBA*	HOLBROOK, D J		99		
	TOXC 394		DOCTORAL DISSERT		LEC	*VAR*			
	41306	001		*TBA*	HOLBROOK, D J		99		
	TOXC 400		GEN REGISTRATION		LEC	0.0			
	41307	001		*TBA*	STAFF		99		

WMST (Women's Studies) 962-3908

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	WMST 024		SEX & GEN IN SOC		LEC	3.0			
X	41309	001	MTWRF	08:00AM-09:30AM	SCHMIDT, KATHRY		25	GA	0308
	WMST 046		PHIL ISSU/FEMINISM		LEC	3.0			
P,X	41310	001	MTWRF	09:45AM-11:15AM	TIBERIUS, V		5	CW	0105
P,X	41311	002	MTWRF	11:30AM-01:00PM	HANRAHAN, RR		5	CW	0103
	WMST 056		GENDER COMMUNICAT		LEC	3.0			
X	41312	001	MTWRF	11:30AM-01:00PM	STAFF		8	BI	0108
	WMST 064		WOMEN VISUAL ARTS I		LEC	3.0			
X,P,Q	41313	001	MTWRF	09:45AM-11:15AM	YAWN-BONGHI, L		5	AR	0118
	WMST 067		FEMINISM POL THEORY		LEC	3.0			
X,P	41485	001	MTWRF	09:45AM-11:15AM	SPARKS, H		10	HM	0470
	WMST 199		INDEPENDENT STUDY		LEC	3.0			
1	41484	001		*TBA*	STAFF		5		

YAP (Year Abroad Program) 962-7001

FOOT NOTE	COURSE NAME/ CALL NO.	SEC	COURSE TITLE DAYS	TIME	ACTIVITY INSTRUCTOR	CREDIT HRS	ENR MAX	BLDG	ROOM
	YAP 050		STDY IN PARIS		LEC	*VAR*			
1	41315	001		*TBA*	STAFF		30		
	YAP 056		STDY IN BRAZIL		LEC	*VAR*			
	41316	001		*TBA*	STAFF		15		
	YAP 059		STDY IN COPENHAGEN		LEC	*VAR*			
1	41317	001		*TBA*	STAFF		15		
	YAP 070		STDY IN LONDON		LEC	*VAR*			
1	41318	001		*TBA*	STAFF		15		
	YAP 073		STDY IN MEXICO		LEC	*VAR*			
1	41319	001		*TBA*	STAFF		15		
	YAP 075		STDY IN OXFORD		LEC	*VAR*			
	41320	001		*TBA*	STAFF		15		
	YAP 077		STDY IN ROSTOV		LEC	*VAR*			
1	41321	001		*TBA*	STAFF		15		
	YAP 080		STUDY IN FLORENCE		LEC	*VAR*			
1	41322	001		*TBA*	STAFF		20		
	YAP 081		SUMMER STDY ABROAD		LEC	6.0			
1	41323	001		*TBA*	STAFF		40		
	YAP 083		STDY IN TUBINGEN		LEC	*VAR*			
1	41324	001		*TBA*	STAFF		50		
	YAP 084		STDY IN VIENNA		LEC	*VAR*			
1	41325	001		*TBA*	STAFF		15		

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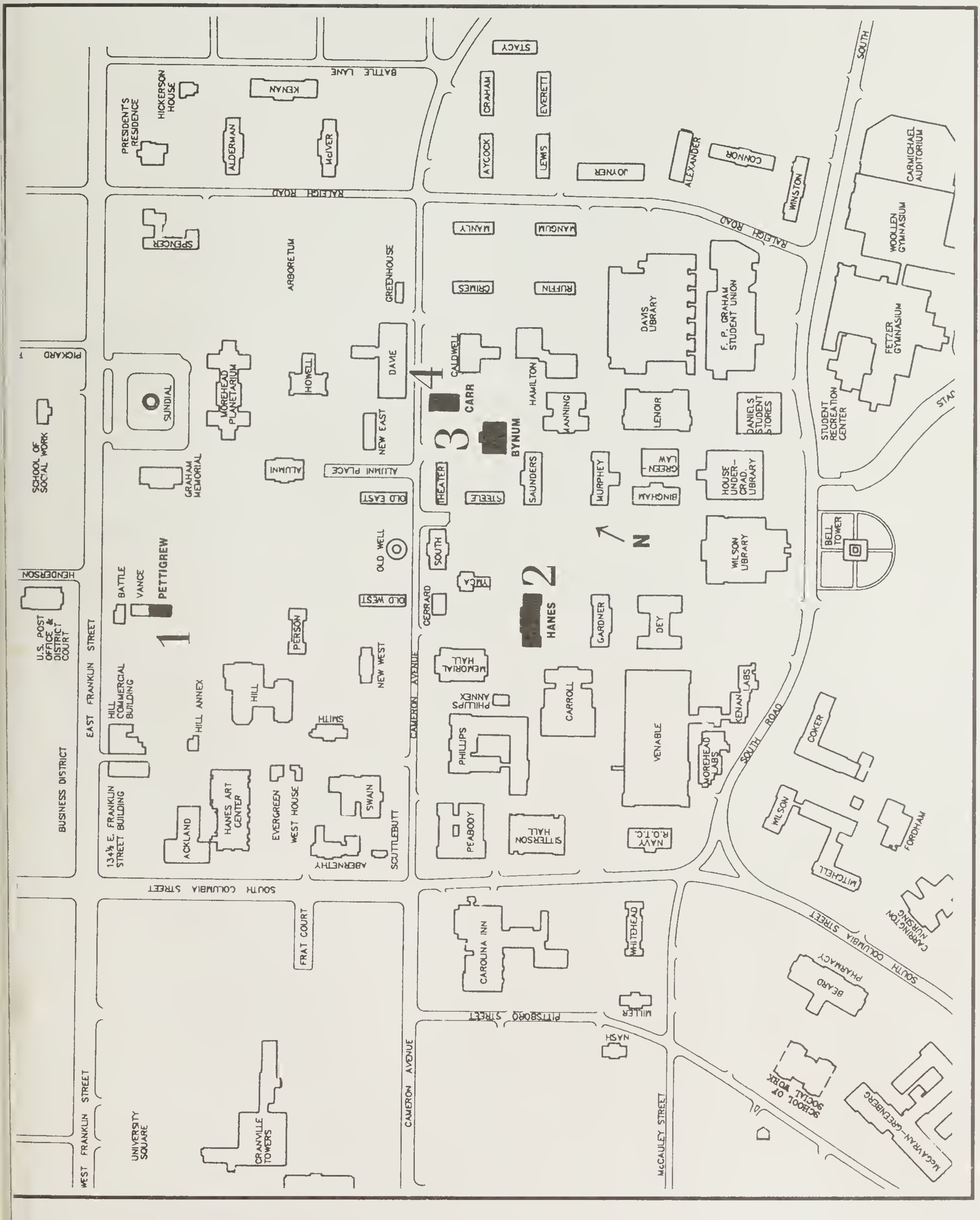


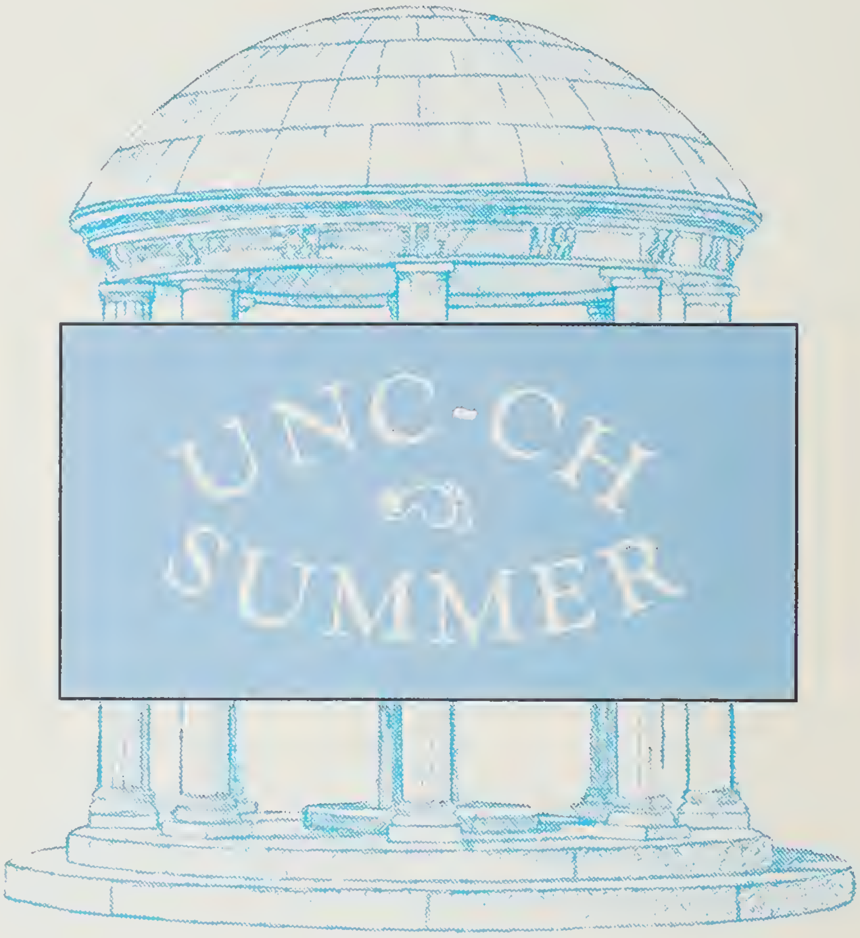
1 Pettigrew Hall (Summer School)

2 Hanes Hall (Registrar's Office)

3 Bynum Hall (University Cashier)

4 Carr Building (University Housing)

Research University Faculty and Facilities in a Small College Atmosphere



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For example:
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Summer School Abroad (p. 31)
Short courses for public school staff (p. 34)
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